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ABSTRACT

A study was made of Phase 1 of the long-term standards program for agricultural occupations programs for Illinois community colleges. The unique feature of this project was the procedure used to maximize the input of community college teachers in the validation and revision of the national standards. Survey instruments were sent to community college agriculture department heads who were asked to distribute the forms and to be responsible for collecting the completed forms. Follow-up by mail and telephone was conducted by the project staff to increase the response rate. After the data were processed, summarized, and analyzed, a state review committee met to assess the survey results and to revise or rewrite standards which had not received a high rating by teachers. It was found that 143 of the standards were rated "essential" or "important" by two-thirds or more of the 109 agriculture instructors in 22 community colleges in Illinois. Ten new standards were written by the review committee. Future surveys are planned to create a "final" list of standards. (The survey instrument and results are appended.) (CT)

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STANDARDS FOR AGRICULTURAL OCCUPATIONS PROGRAMS IN ILLINOIS COMMUNITY COLLEGES

An Interim Report of the Community College Phase
of Project RD1-A8-564 Entitled
"Standards for Illinois ABAO Post-Secondary Programs
and Secondary Programs in Cook County"

by

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in cooperation with

Department of Adult, Vocational and Technical Education
Illinois Office of Education
Springfield, Illinois

June 1978

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STANDARDS FOR AGRICULTURAL OCCUPATIONS PROGRAMS
IN ILLINOIS COMMUNITY COLLEGES

Interim Report of Phase I

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Preface

The development of appropriate program standards for agricultural occupations programs in high schools, area vocational centers and community colleges was designated a high priority activity by the Illinois Joint Staff in Agricultural Education in 1977. This group decided that the national standards which had been developed during 1975-76 should be modified and adapted to Illinois conditions. The Joint Staff felt that the best way to accomplish this activity was through one or more funded projects.

A research project designed to develop standards for metropolitan secondary programs and community college programs was funded at the University of Illinois. The project to develop standards for secondary programs in the downstate area was funded at Southern Illinois University.

A long-term plan to cover a four-year period was developed by Dr. Thomas Stitt, Southern Illinois University, and reviewed by the Illinois Joint Staff. Phase I of this program was designed to develop standards for agricultural occupations programs in Illinois high schools including metropolitan schools, and Illinois community colleges. Phases II, III, and IV will be designed to implement the standards at the local level through a series of workshops for teachers, administrators and advisory council personnel. The long-term plan calls for local evaluations, identification of program areas where improvements are needed, and the development of plans to help local districts make the needed improvements.

This report describes Phase I of the long-term standards program for Illinois community colleges. The unique feature of this project was the procedure used to maximize the input of community college teachers in the validation and revision of the national standards. As the report indicates, a high percentage of the community college teachers were involved in deciding what standards should be retained, writing new standards, and revising the national standards. A close working relationship between the project staff and the officers of the Illinois Association of Community College Agriculture Instructors and the community college teachers was maintained throughout the year. This process of teacher involvement did delay the development of a final set of standards during Phase I; however, many of the standards were adopted by the teachers and consideration of others will be handled during the early stages of Phase II.

The findings in this report should be considered as tentative. The final list of community college standards will not be published until after the annual state meeting of community college teachers (IACCAI) to be held in October, 1978. The standards reported in this study as acceptable to the project staff and/or a majority of teachers are not Illinois Office of Education standards. The standards herein will be subjected to further review and evaluation in 1978-79.

ACKNOWLEDGMENTS

The project staff wishes to express appreciation to the Illinois Joint Staff in Agricultural Education for their foresight in identifying the Standards Project as a high priority research activity. Thanks is deserved by the members of the project Steering Committee appointed by the Joint Staff who gave direction and assisted in guiding the project to its successful completion.

Members of the committee, their position and employer included: William Schreck and Richard Hofstrand, Head Consultant Agricultural Occupations and Contract Administrator for Research and Development, respectively, Department of Adult, Vocational, and Technical Education, Illinois Office of Education; G. Donavon Coil and Roland Espenschied, Visiting Professor and Professor, respectively, University of Illinois; Thomas Quarles, Assistant Professor, Western Illinois University; Kenneth James, Professor, Illinois State University; James Legacy, Assistant Professor, Southern Illinois University; John Abell and Charles Ferguson, President and Vice-President, respectively, Illinois Association of Vocational Agriculture Teachers; Louis Judson and Tim VanHoveln, President and Vice-President, respectively, Illinois Association of Community College Agriculture Instructors; William Hills, Teacher, Naperville; and Paul Chase, Coordinator, City of Chicago Public Schools.

The project staff wishes to especially thank Louis Judson and Tim VanHoveln for their continued effort to inform the community college

teachers of the standards project. In addition, they sought the cooperation of their fellow teachers and advised the project staff on procedural matters associated with the implementation of the project.

George Hebling, EPDA Fellow, University of Illinois, gave freely of his time and talent in assisting the project staff to stay on time and to accomplish the objectives set forth in the project. The staff is grateful for his help.

Finally, the project staff wishes to express their appreciation for the work of Elaine Hall, project secretary. Her expertise as a secretary and typist is apparent throughout this report.

Dr. Lowell Hillen served as Co-Director of the Standards Project until his untimely death in February 1978. Much of the planning for the project was accomplished by Lowell. The project staff will long remember his untiring effort to modify the national standards to meet the needs of Illinois Community College Teachers.

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INTRODUCTION

Project Need

Since the passage of the Vocational Education Act of 1963 and the subsequent Amendments of 1968, agriculture and agricultural business programs in Illinois have been in a state of transition. Today's agriculture/agri-business programs prepare students for jobs in a wide variety of specialized agricultural occupations. The current program transition is in response to a rapidly changing agri-business industry. To maintain their effectiveness, Illinois programs of vocational agriculture must be made more flexible and responsive to meet the needs of the rapidly changing industry.

During the early 1970's, under the direction of the United States Office of Education, long-range national plans were made to provide a new and different type of support to these vocational agriculture programs.

The first part of the long-range plans was to determine and compare vocational agriculture program enrollments with a taxonomy of agricultural jobs and job opportunity data.

A second part of the long-range plan called for the identification and validation of competencies needed by students for entry and advancement in identified agricultural and agri-business occupations.

The third and final part of the USOE plan was to develop operational program standards for vocational education in agriculture. In 1975 and 1976, annual national seminars involving a cross-section of agricultural businesses and agricultural educators were conducted. At Kansas City in 1976, recommended standards were formulated into a preliminary draft. Iowa State University was then awarded a contract with Education Profession Development Act (EPDA) funds to validate on a national basis this preliminary list of program standards. Iowa State University disseminated these standards to state leaders in Agricultural Education in each of the 50 states. Each state was encouraged to validate the standards on a state-wide basis and to implement them to achieve program improvement of vocational education in agriculture.

This report deals with the work done at the University of Illinois to involve Illinois Community College Agriculture teachers in the revision and modification of the program standards for vocational education at the postsecondary level.

Rationale

The development of Illinois Standards will aid in developing quality programs in agricultural occupations. The adoption of the standards by community colleges will lead to the development of an evaluation system that will facilitate internal and external program evaluation.

Quality program standards will help insure that program evaluation will take place on a continuous basis and hopefully will improve the delivery of agricultural education programs to postsecondary students based on student needs.

Purpose

The dynamic nature of Illinois agriculture requires that periodic evaluation of on-going programs in agriculture and agri-business be conducted at the local and state levels. New and expanding programs in agricultural occupations need guides or models to follow to insure that they are properly developed. The ways in which the standards of quality programs of agriculture and agri-business can be used are as follows:

1. Models to follow in developing new programs or revamping existing programs
2. Criteria for the evaluation of programs

The National Project Staff concluded that it would be necessary for the states and, in some cases, local community colleges to make necessary modifications to accommodate state and local differences. Therefore, the goal of this project was to validate the national standards against the optimal program opportunities for the State of Illinois and to encourage the implementation of the standards into the Illinois Three-Phase System of Evaluation.

Objectives

The primary objectives of this project were as follows:

1. To review the national agriculture program standards developed under the direction of the USOE in 1975-76 and which were tested and validated by Iowa State University in 1976-77.
2. To involve teachers in the evaluation of the proposed agriculture standards for community college programs.
3. To write new agriculture program standards, if needed, for Illinois postsecondary programs.
4. To categorize agriculture program standards using the taxonomy

area suggested.

5. To review tentative agriculture program standards and teacher responses to standards with the aid of consultants to further refine these standards.
6. To secure adoption of the tentative Illinois agricultural occupations standards for agriculture programs in Illinois community colleges.

Specific Objectives

The specific objectives of the project to insure its implementation were as follows:

1. To inform the Illinois Community College Agriculture teachers of the Standards Project.
2. To seek the support and cooperation of the teachers.
3. To conduct information meetings in each of the four regions and at the community college chairmen's annual meeting.

PROCEDURE

Introduction

The procedure undertaken by the project staff at the University of Illinois was to evaluate the National Standards for Quality Post-Secondary Agricultural Programs. Much of the procedure was developed as the project progressed with assistance from the Illinois Association of Community College Agriculture Instructors (IACCAI).

The project officially began on November 1, 1977. Prior to this date, much preliminary work had already been done to plan for the early phases of the project. Full-time university staff assigned to the project met periodically in August, September, and October to develop plans and procedures for future use.

The following activities and events illustrate the procedure followed by the project staff in planning, implementing and reporting to complete the first phase of the study which ended on June 30, 1978.

Planning Activities

Several meetings were held in the early phases of the project. A representative of the project staff met with the community college department chairmen at a meeting held at Rend Lake College to explain the project and seek advice. Members of the project staff at the University of Illinois met at Salem, Illinois with members of the project staff at Southern Illinois University to discuss demographic material to be included in the survey.* A meeting was held with the IACCAI Executive at Springfield, Illinois in December, 1977 to inform them of the preliminary plans of the project.

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*Southern Illinois University was involved in a project to develop standards for agricultural programs in secondary schools in Illinois.

In early February, members of the staff met with the president of IACCAI to discuss wording changes on the survey.

A letter was sent to all department chairmen of agriculture programs asking for staff members' names and courses taught. (Appendix C). This list was needed in order to identify the teachers who should be included in the study and asked to evaluate the national standards.

Area Meetings

The community colleges in Illinois are geographically divided into four areas. Each area has a mid-winter meeting. The project staff was allotted time at all four area meetings to present information on the standards project. The following tasks were completed at the area meetings:

1. Present an explanation of the historical significance of quality standards.
2. Discuss the importance of the standards project with teachers.
3. Review proposed schedule of events.
4. Seek advice on implementation of project.

Instrumentation

The instruments used in the project included a section on Demographic Data and a section on the National Standards for Quality Agricultural Occupations Programs. The demographic data section permitted the teacher to provide information under five categories as follows: Teacher Profile, Teaching Information, Advisory Council Information, Supervised Occupational Experience Information, and Agriculture Department Information. (See Appendix A).

The "Standards" section of the survey instrument was designed to secure teacher ratings of the National Standards. Standards were listed in the following areas: Standards Common to All, Standards Specific to Production Agriculture, Standards Specific to Agriculture Supply, Standards Specific to Mechanics, Standards Specific to Products, Standards Specific to Horticulture, Standards Specific to Natural Resources, Standards Specific to Forestry, Standards Specific to Adult Education.

The following scale was used to rate the standards:

1. Essential - is so necessary that this standard should be met by all approved Illinois agricultural occupations programs.
2. Important - is a necessary standard of superior Illinois agricultural occupations programs.
3. Nice to have - is not necessary, but may provide help to some Illinois agricultural occupations programs.
4. Not needed - is not necessary and is not useful for Illinois agricultural occupations programs.

Most answers were pre-coded to facilitate data processing and permitted respondents to give variable responses to most of the questions in the demographic section. The answers to some of the questions were coded after the survey data had been collected from the respondents.

A special page after each section of the standards was included (Appendix A) which provided space for teachers to modify, rewrite, or add a standard as per directions. The staff determined that these data would be helpful to the review committee in the future revision of the standards.

Collection of Data

Instruments were organized to fit the teacher's area of instruction and were mailed to department heads who were responsible for dissemination and collection. Surveys were sent to all teachers who had been identified (Appendix D) by their department heads or were listed in the 1977 Directory of Agricultural Occupations Instructors. With each package, two extra surveys were sent, one for administrators and one for a file copy. Approximately 150 surveys were mailed out on March 16, 1978. A letter was sent on April 10, 1978 to remind teachers who had been sent a survey to return them at their earliest convenience. Out of the 150 survey forms sent, 117 were returned.

Processing of Data

As surveys were returned, each form was given an ID number identifying the school and the teacher. In several cases, the teacher wished to remain anonymous but the school was identified. Some questions needed coding by hand. Questions that were not answered but should have been answered were coded with a nine. All instruments were delivered to the Survey Research Laboratory. At the Research Laboratory the data were first recorded on a discette and then verified by a process called key verification. Then, the data were processed to determine frequencies and percentages.

In the printout, each question from the instrument was typed separately and the possible answers were listed with their corresponding code numbers. The absolute, relative, adjusted, and cumulative percentage for each item answer position was determined.

A total of 109 survey forms were delivered to the Research Survey Laboratory for processing in keeping with the deadline set by the staff. After this deadline, eight additional forms were received. These forms were not processed. The 109 respondents were located at 22 postsecondary institutions. See Appendix E for the names of these institutions and the location of each in the State of Illinois.

PRESENTATION OF DATA

Demographic Data

The primary purpose of this project was to involve community college teachers in the evaluation and revision of a group of national standards for postsecondary programs in agricultural occupations. Teachers were invited to rate the national standards and to rewrite those standards which they thought were not stated properly. The project staff agreed that certain demographic data on the teacher respondents and the educational programs in their schools should also be collected. The demographic data section of the teacher questionnaire contained six sections which were as follows:

1. Teacher Profile
2. Teaching Information
3. Community and School
4. Advisory Committee Information
5. Supervised Occupational Experience
6. Agriculture Department Information

The demographic data collected in this study will be presented in tabular form using the section headings that were used in the teacher questionnaire (Appendix A).

Teacher Profile

The 109 community college teachers of agriculture were asked to provide information concerning their professional preparation, length of teaching contract, and membership in professional organizations. A summary of the responses is presented in Tables 1-5.

Table 1 - Highest Level of Education Reported by 109 Community College Teachers of Agriculture

Degree or Level	Number of Teachers	Percentage
High School	5	4.6
AAS Degree	3	2.8
2 Yrs. College	2	1.8
B.S. Degree	15	13.8
M.S. Degree	47	43.1
M.S. Degree + 30 hrs.	31	28.4
Ph.D. or Ed.D.	6	5.5
Total	109	100.0

Table 2 - Type of Teaching Certificate Held by 106 Community College Teachers of Agriculture

Certificate	Number of Teachers	Percentage
Temporary	5	4.7
Provisional	11	10.4
Permanent	45	42.5
Licensed	9	8.5
Not Certified	36	34.0
Total	106	100.0

Table 3 - Length of Teaching Contract for 98 Community College Teachers of Agriculture

Number of Months	Number of Teachers	Percentage
9	54	55.1
9½	3	3.1
10	7	7.1
11	17	17.3
11½	4	4.1
12	13	13.3
Total	98	100.0

Table 4 - Number of Community College Teachers Holding Membership in Seven Professional Organizations

Name of Organization	No. of Teachers
Illinois Vocational Association	38
National Vocational Agriculture Teachers Association	29
American Vocational Association	34
Illinois Association of Vocational Agriculture Teachers	33
Illinois Association of Community College Agriculture Instructors	58
Illinois Education Association	14
Illinois Federation of Teachers	9

Table 5 - Sex of 109 Community College Teachers of Agriculture

Sex	Number of Teachers	Percentage
Male	105	96.3
Female	4	3.7
Total	109	100.0

The data in Tables 1-5 may be summarized as follows:

1. Slightly more than two-thirds of the teachers included in this study have a Master's Degree or have taken course work beyond the Master's Degree level.

2. Nearly two-thirds of the teachers have some type of certification. About one-third (34%) of the teachers do not have a teaching certificate.

3. A majority (55%) of the teachers have a nine-month contract.

4. Slightly more than half of the teachers are members of the Illinois Association of Community College Agricultural Instructors. About one-third of the teachers belong to AVA, IVA, NVATA, and IAVAT.

An overwhelming number (96.3%) of the teachers are male.

Teaching Information

This section of the questionnaire was designed to collect information about the teaching experience of the respondents. The data collected are presented in Tables 6-10.

Table 6 - Number of Years of Experience as Secondary Teachers of Agricultural Occupations

Number of Years	Number of Teachers	Percentage
None	45	42.0
1 - 5	30	28.0
6 - 10	23	21.5
11 - 15	3	2.8
16 - 20	6	5.7
Total	107	100.0

Table 7 - Number of Years of Experience as Post-Secondary Teachers of Agricultural Occupations

Number of Years	Number of Teachers	Percentage
None	7	6.4
1 - 5	48	44.1
6 - 10	36	33.0
11 - 15	15	13.8
16 or more	3	2.7
Total	109	100.0

Table 8 - Years of Non-teaching Agriculture Experience After Age Eighteen Reported by 109 Community College Teachers of Agriculture

Years	Number of Teachers	Percentage
None	15	13.8
1 - 5	46	42.3
6 - 10	24	22.0
11 - 20	15	13.7
21 or more	8	7.2
No response	1	1.0
Total	109	100.0

Table 9 - Years of Non-teaching, Non-agriculture Experience Reported by 109 Community College Teachers of Agriculture

Years	Number of Teachers	Percentage
None	59	54.1
1 - 5	33	30.3
6 - 10	10	9.2
11 or more	7	6.4
Total	109	100.0

Table 10 - Number of Teachers Who Have Served as Cooperating Teachers for Student Teachers

	Number of Teachers	Percentage
Yes	24	22.2
No	84	77.8
Total	108	100.0

The data in Tables 6-10 may be summarized as follows:

1. More than half (58%) of the community college teachers included in this study have taught one or more years at the high school level.

2. Nearly half (50.5%) of the teachers have five or fewer years of teaching experience at the postsecondary level.

3. Ninety-four of the 109 teachers have been engaged in non-teaching, agriculture work experiences for one year or longer. Nearly 43% have six years or more of agriculture work experience.

4. About 46% of the teachers reported that they had been engaged in non-teaching, non-agriculture work experience for one year or longer.

Community and School

Community and school information collected in this study included data on the population of the largest town or city in the college district, student enrollment in the college, and number of multiple and single teacher departments.

The data collected in this section are summarized in Tables 11-13.

Table 11 - Size of Largest City in Community College District

Population	Number of Colleges	Percentage
6,000 - 12,000	3	14.0
12,001 - 25,000	5	23.0
25,001 - 50,000	8	36.0
50,001 - 100,000	1	4.0
Over 100,000	5	23.0
Total	22	100.0

Table 12 - Size of Student Body in 22 Community Colleges

Number of Students	Number of Colleges	Percentage
0 - 250	0	0.0
251 - 500	2	9.0
501 - 750	1	4.0
751 - 1,000	2	9.0
1,001 - 2,000	6	27.0
2,001 - 5,000	7	33.0
5,001 - 10,000	3	14.0
Over 10,000	1	4.0
Total	22	100.0

Table 13 - Number of Teachers Who Teach in Multiple or Single Teacher Departments for Agriculture Programs

Type of Department	Number of Teachers	Percentage
Multiple	101	96.2
Single	4	3.8
Total	105	100.0

The data in Tables 11-13 may be summarized as follows:

1. A high percentage (73%) of the colleges included in this study

are located in districts where the largest town or city has a population of 50,000 or less persons.

2. Slightly more than half (60%) of the colleges included in this study have an enrollment of 1,001 to 5,000 students.

3. All but four of the teachers included in this study teach in multiple teacher agriculture departments.

Advisory Committee Information

The agricultural occupations teachers in the 22 community colleges included in this study were asked to indicate whether or not their college used advisory councils for the agricultural program. The information obtained from this section of the survey is summarized in Tables 14 and 15.

Table 14 - Number of Teachers Who Reported the Use of an Advisory Council for Specific Areas in Agriculture

	Number	Percentage
Yes	90	84.1
No	17	15.9
Total	107	100.0

Table 15 - Number and Percentage of Teachers Reporting the Use of a General Advisory Council for the Entire Agriculture Program

	Number	Percentage
Yes	32	29.9
No	75	70.1
Total	107	100.0

The data presented in Tables 14 and 15 show that a high percentage

(84.1%) of the teachers in this study reported the use of advisory councils for specific programs such as horticulture or agricultural mechanics. A low percentage (29.9%) of the teachers reported the use of a general advisory council for the entire agriculture program.

Supervised Occupational Experience

Supervised occupational experience (SOE) is an important part of most agricultural occupations programs offered by Illinois community colleges. In order to learn more about the nature and scope of these programs, a series of nine questions was included in the survey instrument. The data from this section of the study are summarized in Tables 16-25.

Table 16 - Number and Percentage of Teachers Who Reported that SOE Programs were Available to Their Students

Available	Number of Teachers	Percentage
Yes	97	89.0
No	12	11.0
Total	109	100.0

Table 17 - Number and Percentage of Community College Teachers Involved in the Supervision of SOE Programs

Involved	Number of Teachers	Percentage
Yes	69	67.0
No	34	33.0
Total	103	100.0

Table 18 - Number of Students Placed in SOE by 77 Community College Teachers of Agriculture

Number of Students	Number of Teachers	Percentage
Less than 5	5	5.6
5 - 10	21	23.6
11 - 15	19	21.3
16 - 25	15	16.9
26 - 35	8	9.0
Over 35	9	10.1
TiTotal	77	100.0

Table 19 - Number and Percentage of Teachers Who Have Released Time for SOE Supervision

Released Time	Number of Teachers	Percentage
Yes	63	76.8
No	19	23.2
Total	82	100.0

Table 20 - Number and Percentage of Teachers Who Teach Class and Supervise SOE in Same Semester

Teach and Supervise	Number of Teachers	Percentage
Yes	64	77.1
No	19	22.9
Total	83	100.0

Table 21 - Number of Students Supervised in SOE by Teachers Who Teach and Supervise During the Same Semester

Number of Students	Number of Teachers
1 - 10	16
11 - 20	24
21 - 30	3
Over 30	2
Total	45

Table 22 - Length of SOE Program Reported by 76 Community College Teachers of Agriculture

Number of Weeks	Number of Teachers	Percentage
1 - 5	2	2.6
6 - 10	54	71.1
11 - 16	19	25.0
Over 16	1	1.3
Total	76	100.0

Table 23 - Number and Percentage of Teachers Who Reported the Availability of Summer SOE Programs

Summer SOE	Number of Teachers	Percentage
Yes	52	57.1
No	39	42.9
Total	91	100.0

Table 24 - Number of Teachers Who Reported that a Summer Seminar was Required with SOE Programs

Seminar Required	Number of Teachers
Yes	27
No	37
Total	64

Table 25 - Number and Percentage of Teachers Who Reported that They Supervise in More than One Program

Response	Number of Teachers	Percentage
Yes	22	27.8
No	57	72.2
Total	79	100.0

The data on SOE programs collected in this study and reported in Tables 16-25 may be summarized as follows:

1. A high percentage (89%) of the teacher respondents reported that SOE programs were available to their students.

2. About two-thirds (67%) of the teacher respondents said they were involved in supervision of SOE programs.

3. About 94% of the teachers included in this study reported that they placed five or more students in SOE programs.

4. Slightly more than three-fourths (76.8%) of the teachers who supervise SOE reported that they were given released time for this assignment.

5. Slightly more than three-fourths (77.1%) of the teachers reported that the SOE programs in their schools were 6-10 weeks in length.

7. More than half (55.9%) of the teachers reported that summer SOE programs were available to students in their colleges.

8. Only 27 teachers reported that a seminar related to summer SOE was required of students.

9. Of those teachers who supervise SOE programs, slightly more than one-fourth (27.8%) said they were responsible for supervision in more than one agricultural program.

Agriculture Department Information

A series of five questions on the teaching staff was included in the research questionnaire. These questions were designed to solicit information about the number of part-time and full-time staff, and the type of technical specialty and occupational programs with which teachers were identified. The information collected in this part of the study is summarized in Tables 26-28.

Table 26 - Number and Percentage of Teachers Who Identify With Various Programs in Agriculture

Program	Number of Teachers	Percentage
Ag. Production	37	43.5
Ag. Supply	4	4.7
Ag. Mechanics	21	24.7
Ag. Products	0	0.0
Horticulture	18	21.2
Natural Resources	1	1.2
Forestry	3	3.5
Other	1	1.2
Total	75	100.0

Table 27 - Number and Percentage of Teachers Who Identify With Various Technical Specialties in Agriculture

Specialty	Number of Teachers	Percentage
Ag. Production	22	31.4
Ag. Supply	4	5.7
Ag. Mechanics	23	32.9
Ag. Products	0	0.0
Horticulture	15	21.4
Natural Resources	1	1.4
Forestry	4	5.7
Other	0	0.0
Total	69	100.0

Table 28 - Number and Percentage of Teachers Employed Full- or Part-Time

Employment	Number of Teachers	Percentage
Full-Time	89	83.2
Part-Time	18	16.8
Total	107	100.0

The data presented in Tables 26-28 may be summarized as follows:

1. The programs and technical specialties with which teachers included in this study are most likely to identify are as follows:

Agricultural Production
Agricultural Mechanics
Horticulture

The differences in the number of teachers who identify with a particular program and its counterpart in the technical specialty list are due to the fact that some teachers teach in programs which are different from their Specialty. For example, an Ag Mechanics teacher may be assigned to teach in a Horticulture or Agricultural Production Program.

2. Of the 107 community college teachers of agriculture who responded to this survey, 89 or 83.2% are full-time teachers of agriculture.

Community College Teachers' Rating of National Standards

In 1975 and 1976, a comprehensive list of national standards was developed by a large group of agricultural educators and validated by Iowa State University. The national standards were made available to each of the fifty states with the recommendation that each state modify or adapt the standards to the conditions which prevailed in local communities where agricultural occupations programs are offered through secondary schools and community colleges.

The University of Illinois agreed to work on standards for community colleges. One of the first activities of this project was to ask agriculture teachers in Illinois community colleges to rate each of the national standards as "Essential," "Important," "Nice to have" or "Not Needed." The results of these ratings by 109 community college teachers are presented in Tables 29-37.

The national standards for postsecondary programs were classified into nine areas. Each of the tables in this section of the report covers one of these nine areas. The standards in each table are listed in order of the percentage of teachers who rated each standard "Essential" and "Important." The project staff in consultation with community college teachers agreed that 66-2/3% should be used as the cutting point to determine which of the national standards were acceptable to Illinois teachers. In each table, the cut-off point is inserted to remind the reader that all standards below the cut-off point are unacceptable as presently written

The ID Numbers used in the tables correspond with the numbering system used in the research questionnaire (Appendix A).

Table 29 - Percentage of Community College Teachers Rating Standards Common to All as "Essential" and "Important."

ID No.	Standard	Percentage
5.	The instructional program contains the necessary balance of class time, laboratory work, field trips, and occupational experience to adequately prepare students for employment or advanced educational programs.	98.1
14.	Students have access to current trade journals and other agricultural publications.	98.1
15.	Instruction in safety is provided in advance of any shop or laboratory work.	98.1

ID No.	Standard	Percentage
21.	The instructor provides effective coordination, supervision, and occupational guidance to students engaged in occupational experience programs.	98.1
39.	The instructor establishes and maintains cooperative working relations with leaders in related industries, organizations, and agencies.	98.1
48.	The instructor possesses the personal, technical, professional and occupational competencies necessary to prepare students for entry level employment or for advanced educational programs.	97.2
49.	The instructor is sensitive to the needs of students and can recognize and make provisions for individual student differences within the instructional program.	97.2
11.	Community resources, facilities, and industries are identified and utilized to enhance the quality of the instructional program.	97.1
17.	Students are engaged in supervised occupational experience programs that are related to their occupational objective and are appropriate in light of their ability and place of residence.	97.1
22.	Supervision of students, engaged in cooperative occupational experience programs, is accomplished by both the instructor and the cooperating employer.	97.1
46.	Supplies and equipment are stored in a systematic and safe manner.	97.1
54.	The department has access to adequate secretarial services.	97.1
62.	Appropriate and accurate financial records are maintained. Administration and/or board approved policies are provided for the receipt and disbursement of funds.	97.1
26.	Students receive (school) credit for all supervised occupational employment programs that are conducted during regular school hours.	97.0
13.	Modern and technically accurate instructional materials and textbooks are utilized in the instructional program.	96.2

ID No.	Standard	Percentage
43.	Facilities and equipment are arranged with consideration given to effective teaching, class control, safety, and economy.	96.2
66.	Results obtained from program evaluations are used to promote, develop, and improve the instructional program.	95.2
42.	The classroom and laboratory are maintained in an orderly, safe, and attractive condition.	94.3
19.	The instructor, student, and employer cooperatively develop a formal training agreement and training plan which include essential competencies and experiences that are to be acquired during the program.	94.1
20.	Students participating in the occupational experience program are employed in accordance with all applicable federal and state labor laws.	94.1
61.	The instructional program is supported by an annual board-approved budget that considers program needs and the number of students enrolled. Included are: a. Staff compensation on an annual basis (97.0) b. Staff compensation for duties performed beyond the standard teaching day (93.2) c. Facility operation and maintenance (96.1) d. Equipment and material purchase and replacement (96.1) e. Consumable supplies (97.1) f. Teacher travel and per diem (96.1) g. Transportation for field trips (87.3) h. In-service education (90.3)	94.0
56.	The agricultural occupations program is an integral part of the local district plan for vocational education.	93.3
25.	Each student engaged in a supervised occupational experience program maintains accurate and up-to-date records including financial transactions and competencies acquired during the program.	91.2
36.	The agricultural occupations instructor advises each student on a regular basis and assists those with special educational needs to obtain additional assistance from qualified school personnel.	92.2

ID No.	Standard	Percentage
38.	Through an effective public relations program the faculty, students, parents, employers, advisory council members, and the community understand the educational objectives, major activities and accomplishments of the agricultural occupations program.	92.2
40.	The classrooms, shops, and laboratory stations are adequate for the number of students enrolled. The equipment replicates that found in the occupations for which training is provided.	92.2
18.	A systematic plan is utilized to select, develop, and evaluate training stations that assist students in obtaining desired occupational competencies.	91.1
24.	Each instructor responsible for supervision of occupational experience programs maintains adequate records to determine student progress and to assist in placement.	90.2
1.	The department's annual and five-year program plans, including goals, objectives, and activities, are on file in the department and with the administration.	89.7
8.	Planned visits are made to prospective employers by the agricultural occupations instructor or school placement officer to determine current manpower needs.	88.6
2.	A written statement of philosophy for vocational education in agricultural occupations is on file and is in harmony with the philosophy statement for the total school.	88.5
3.	The instructional program is reviewed and modified in light of local, state, and federal manpower data.	88.4
9.	Written courses of study are based on validated competencies and are evaluated and revised annually.	88.3
7.	The instructional program is articulated with other local secondary, postsecondary, and four-year programs of education in agricultural occupations.	87.8
59.	An agricultural occupations advisory council or committee is formed and meets at least twice a year to help determine program needs and to assist in promotion and evaluation of the program.	87.6

ID No.	Standard	Percentage
41.	Facilities and equipment meet all current state and federal safety regulations.	86.7
58.	In multiple-instructor departments, one instructor is appointed and compensated to serve as department head. Job descriptions are on file for all department staff members.	86.5
37.	Enrollment policies permit flexible entry and exit from the agricultural occupations program.	86.2
63.	The instructor, in cooperation with the school guidance counselor, assists in the placement and follow-up of students. A file of placement and employment records is maintained.	85.7
4.	Validated competencies, needed by students for entry and advancement in employment, are utilized in developing objectives for the instructional program.	84.6
65.	One and five-year follow-up surveys of former students are made to determine their current occupational or educational status.	83.8
60.	The advisory council functions under written guidelines which specify the length of a member's term, responsibilities, and operational procedures.	83.7
6.	Students enrolled in vocational education in agricultural occupations are also enrolled in other appropriate courses including science, mathematics, social science, and oral and written communications.	82.9
57.	Representatives of local, area, and state education agencies participate in planning the program of instruction and are kept informed of the progress made.	82.8
47.	Maintenance and service records of equipment are on file in the department office.	81.9
64.	The instructor, local administrator(s), and appropriate state education agency staff member(s) meet at regular intervals to formally examine and evaluate the agricultural occupations program.	79.6

ID No.	Standard	Percentage
52.	The instructor is actively involved in professional teacher organizations which are supported by agricultural educators in the state, and is engaged in continuing in-service professional development programs.	74.3
10.	Provisions are made to accommodate students with physical handicaps or other special educational needs.	73.8
31.	Leadership development activities are an integral part of the instructional program.	73.8
45.	The departmental office is located so as to provide optimum supervision of activities.	70.5
23.	Agricultural occupations instructors have at least one class preparation period and one period for supervision per instructional day.	70.4

All Standards which follow are considered unacceptable because the criterion measure for acceptance was determined to be 66.6 percent.

ID No.	Standard	Percentage
12.	Lesson plans are developed that clearly state instructional objectives, activities, and resources to be utilized during instruction.	66.3
50.	Instructors are employed on twelve-month contracts to provide for continuous education and supervision of students during summer months.	61.9
44.	A land laboratory, convenient to the school, is provided and utilized in the instructional program.	60.0
32.	Organizations representing specialized areas of agricultural occupations provide leadership and occupational training for students in postsecondary institutions.	58.9
35.	A student card or file is maintained for all students and contains current information on occupational objectives, supervised occupational experience programs, leadership activities, complete course work, and other necessary subjects.	57.0

ID No.	Standard	Percentage
16.	Transportation is provided to all students for all planned off-campus educational activities.	54.4
51.	The maximum assignment per instructor is 25 hours of classroom instructional time, five hours of student advising, and ten hours of supervision and preparation per week.	49.0
53.	At least one instructor in the department holds a current Red Cross first aid card or its equivalent.	46.6
55.	Instructors holding provisional certification will acquire full certification within two years of original employment.	46.6
30.	The FFA Chapter, YFA Chapter, and other postsecondary organizations provide for the specialized needs and interests of all members and reflect the instructional program.	34.4
33.	Students enrolling in a specialized program of Vocational Education in agricultural occupations have completed a one- or two-year basic vocational agriculture program.	34.0
34.	Prospective students and their parents are visited by the agricultural occupations instructor and are provided copies of the program objectives prior to their enrollment in the program.	30.7
27.	All secondary agricultural occupations students are members and participate in the Future Farmers of America (FFA).	29.7
29.	The local FFA Chapter, YFA Chapter, and other postsecondary organizations involve members in activities at the district, state, and national levels.	28.0
28.	All postsecondary agricultural occupations students are members and participate in the Young Farmers Association (YFA) or other appropriate postsecondary student organizations.	22.0

Table 30 - Percentage of Community College Teachers Rating Standards Specific to Production Agriculture as "Essential" and "Important"

ID No.	Standard	Percentage
72.	The postsecondary production agriculture education program is an integral segment of the institution's plans for Vocational Education designed for students who need and can profit from it.	97.9
71.	The maximum student teacher ratios do not exceed:	
	a. 30 to 1 in classroom instruction	72.4
	b. 15 to 1 in laboratory	76.1
	c. 30 to 1 in providing counseling functions	68.2

All Standards which follow are considered unacceptable because the criterion measure for acceptance was determined to be 66.6 percent.

68.	An annual report of the occupational experience program of students is submitted to the school administration and state educational agency staff.	63.8
67.	Instructors submit to the administration a carefully planned program of responsibilities to be assumed during the summer months.	63.2
70.	Instructors complete 100 clock hours of job-related in-service training each three years.	50.0
69.	Instructors have degrees in agriculture, meet certification standards, and have 36 months of satisfactory experience in the occupational area in which they teach.	48.0

Table 31 - Percentage of Community College Teachers Rating Standards Specific to Agricultural Supplies and Services as "Essential" and "Important"

ID No.	Standard	Percentage
80.	Working relationships exist between the agricultural supplies and services faculty and the student services personnel in the school system.	92.9

ID No.	Standard	Percentage
77.	Wages are paid to the student during an on-the-job training period.	88.1
75.	Students are visited at least monthly by the instructor.	80.5
78.	A full-time instructor supervises a maximum of 24 students while they are engaged in an occupational experience program.	76.2
87.	Periodic reports of activities and accomplishments are submitted.	76.2
73.	The postsecondary instructional program is two years in length.	75.0

All Standards which follow are considered unacceptable because the criterion measure for acceptance was determined to be 66.6 percent.

76.	Supervised occupational experience involves a minimum of 25 percent of the total time allocated for the agricultural supplies and services program.	65.8
74.	The program allocates 60% of the instructional time for classroom activities and 40% for laboratory experiences.	61.0
83.	Postsecondary supplies and services faculty numbers permit a limit of 24 students in lecture/discussion classes and 16 in laboratory classes.	59.6
86.	Instructors are provided two hours daily for supervision and coordination activities for each 20 students.	59.0
82.	Office space is provided at the rate of 120 square feet for one teacher and 60 square feet for each additional teacher.	50.0
85.	Instructors participate in a minimum of four weeks of professional improvement activities each three years.	45.2
84.	Instructors are certified and possess a minimum of 3,000 hours of meaningful job employment in the agricultural supplies and services area.	42.8

ID No.	Standard	Percentage
81.	A minimum of 40 square feet of classroom space per student is provided.	37.5
79.	The supervised occupational experience program is more than six months in duration each year.	28.6

Table 32 - Percentage of Community College Teachers Rating Standards Specific to Agricultural Mechanics as "Essential" and "Important"

ID No.	Standard	Percentage
95.	Adequate lighting and ventilation are provided.	100.0
99.	Tools and equipment are modern and comparable with those in farming and industry.	94.9
92.	Adequate student lockers, restrooms and clean-up facilities are provided.	89.7
100.	The following equipment and supplies are available for teaching power and machinery:	84.0
	a. One set of basic hand tools for each two students	(65.7)
	b. PTO dynamometer	(84.6)
	c. Valve shop tool set	(87.2)
	d. Engine analyzing equipment	(86.9)
	e. Diesel pump stand	(82.1)
	f. Sleeve puller	(87.2)
	g. Torque wrenches	(87.2)
	h. Air powered tools	(82.1)
	i. Micrometers and other measuring equipment	(87.2)
	j. Speed measuring equipment	(87.2)
	k. Refrigeration trouble shooting and analysis equipment	(84.6)
	l. Hoists, lifting and unloading equipment, appropriate to machinery involved in instructional programs	(87.2)
105.	Postsecondary instructors are identified as teaching area specialists.	84.6

ID No.	Standard	Percentage
104.	Each instructor teaches not more than four different subjects per day.	82.1
89.	The facilities in agricultural mechanics are designed and used only for agricultural mechanics instruction.	82.0
88.	Each student completes a minimum of 450 hours of supervised occupational experience per year in the agricultural mechanics area for which they are being trained.	81.0
98.	Adequate space is provided for a library, lockers, and outside storage.	79.5
94.	Main entrance to the agricultural mechanics laboratory is a minimum of 14 feet high and 16 feet wide.	78.9
90.	The facilities include a self-contained unit, which houses classrooms, laboratories, offices, storage, and complementary auxiliary features.	69.2
103.	Each instructor has a minimum of one hour each day for preparation, one hour for counseling, and one hour for supervision.	67.5
93.	A minimum of one classroom, one laboratory, and associated storage area is provided for each of the instructional areas included in the program.	66.7

All Standards which follow are considered unacceptable because the criterion measure for acceptance was determined to be 66.6 percent.

ID No.	Standard	Percentage
96.	Recommended minimum space is available for special work areas as follows:	66.5

a.	Structures and environment - 60 sq. ft./student	(63.7)
b.	Construction and maintenance - 120 sq. ft./ stu.	(63.7)
c.	Electric power and processing - 120 sq. ft./ stu.	(63.7)
d.	Soil and water mechanics - 60 sq. ft./student	(62.5)
e.	Air conditioning - 200 sq. ft. total	(69.4)
f.	Power and machinery - 400 sq. ft./student	(67.5)
g.	Hydraulics - 200 sq. ft./student	(69.4)
h.	Diesel - 200 sq. ft. total	(69.4)
i.	Electrical - 200 sq. ft. total	(68.6)
j.	Tool and equipment storage - 200 sq. ft. total	(68.5)

ID No.	Standard	Percentage
91.	The laboratory/shop has a minimum width of 50 feet and a width-length ratio of not more than 1 to 2 permitting an open concept instructional area and flexible use.	64.1
102.	Each agricultural mechanics instructor is limited to five hours of class or laboratory contact per day.	59.4
97.	The classroom has a minimum width of 28 feet and provides 40 square feet of space per student (maximum 32 students) and 120 square feet of storage space.	56.4
101.	Equipment is available to meet instructional needs in electric power and processing, structures and environment, soil and water, and in construction and maintenance.	54.0
109.	The maximum number of students in classroom instruction is 32; in laboratory/shop activities the maximum is 16.	53.8
106.	Postsecondary instructors have B.S. degrees, have a minimum of 18 semester hours in agricultural mechanics courses, have two years experience in area of specialization, and are vocationally certified to teach vocational agricultural occupations.	46.2
107.	The agricultural mechanics program director or head has a minimum of a minor in agricultural mechanics, a M.S. degree, and is certified to teach vocational agricultural occupations.	43.6
108.	Staff members not certified complete a two to four-week workshop or class in agricultural mechanics each year until certified.	41.0

Table 33 - Percentage of Community College Teachers Rating Standards Specific to Agricultural Products as "Essential" and "Important"

ID No.	Standard	Percentage
115.	An aggressive program of recruitment and selection is conducted.	96.2
114.	Students are counseled concerning the interests, attitudes, physical requirements, and other qualifications essential to successful entry and employment in agricultural products.	92.3

ID No.	Standard	Percentage
110.	The program of study is based upon approved agricultural products curriculum guides adapted to meet the needs of enrolled students.	85.2
112.	Students are engaged in related supervised occupational experience beyond normal classroom and laboratory instruction. They receive experience and credit when placed for occupational experience, or participate in school-provided facilities.	84.7
120.	The classroom and laboratory are orderly and attractive, and provide students an example of good industry housekeeping.	83.3
119.	Facilities and equipment meet local, state, and federal regulations.	75.0
118.	Adequate, modern laboratory equipment, typical of that used in industries in which trainees will become employed, is provided to meet instructional needs.	66.7

All Standards which follow are considered unacceptable because the criterion measure for acceptance was determined to be 66.6 percent.

111.	A minimum of one-third of the instructional time is devoted to laboratory activities.	62.9
117.	Large and easily accessible storage facilities of sufficient size to accommodate equipment and materials used in agricultural products processing are provided.	58.3
121.	One qualified instructor is provided for each 20 students.	58.3
113.	The postsecondary student organization integrates agricultural products into its annual program of activities and participates in local, state, and national programs involving agricultural products activities.	46.2
122.	The instructor has completed a minimum of 12 months or 2,000 hours of gainful employment in agricultural products occupations.	36.0
116.	A food processing laboratory with a minimum of 3,000 square feet of floor space is provided and reflects the occupational work areas in industry. Adequate heat, light, ventilation, and safety provisions are provided.	33.3

Table 34 - Percentage of Community College Teachers Rating Standards Specific to Horticulture as "Essential" and "Important"

ID No.	Standard	Percentage
125.	Community resources, facilities, and industry have been identified and are utilized in an attempt to enrich the learning experience of the students.	97.3
129.	Equipment is commensurate with state horticultural industry standards and instructional objectives.	94.4
123.	The complete program in ornamental horticulture includes technical horticulture, horticultural mechanics, supervised occupational experience, laboratory experience, leadership training, and occupational guidance.	94.3
124.	A minimum of 1,000 hours are devoted to postsecondary instruction and laboratory and cooperative on-the-job experience.	86.1
130.	An adequate ornamental horticulture library is maintained and kept current.	86.1
128.	The following ornamental horticulture facilities, conforming to state standards, are available for use in the instructional program.	82.3
	a. Greenhouse (70 sq. feet/student)	(66.6)
	b. Head house and work area (600 sq. ft. total)	(72.2
	c. Walk-in cooler	(72.2)
	d. Storage area	(88.9)
	e. Classroom	(91.6)
	f. Instructor's office	(83.3)
	g. Horticulture mechanics laboratory	(69.4)
	h. Outdoor land laboratory (5 acres optimum)	(85.0)
	i. Sales display area	(50.0)
	j. Restrooms, shower, and locker rooms	(77.7)
126.	A minimum of 10 contact hours per week for a minimum of two years is provided for classroom, horticultural mechanics, supervised occupational experience, laboratory experience, leadership, and occupational guidance.	75.0
133.	Time and finances are provided for ornamental horticulture instructors to upgrade their professional and technical skills through:	71.7

ID No.	Standard	Percentage
	a. five annual visits to other ornamental horticulture departments, or to trade/technical conferences	(69.4)
	b. attendance at state technical education or state education agency conferences	(69.7)
	c. subscriptions to journals in each area of specialization	(91.3)
	d. participation in self-improvement leave of absence programs	(66.5)
132.	Twenty regular students, or 10 special needs students represent the maximum enrollment in classroom/laboratory classes.	69.4
127.	The instructors of the ornamental horticulture program also serve as advisors to the vocational student organization that provides leadership training for students enrolled in the program.	67.6

All Standards which follow are considered unacceptable because the criterion measure for acceptance was determined to be 66.6 percent.

ID No.	Standard	Percentage
131.	Postsecondary staff members have B.S. degrees, are certified in areas of specialization, and have had 24 months of employment in ornamental horticulture.	38.2

Table 35 - Percentage of Community College Teachers Rating Standards Specific to Agricultural (Natural) Resources as "Essential" and "Important"

ID No.	Standard	Percentage
134.	A minimum of 50 percent of the time scheduled for instruction in agricultural resources is devoted to hands-on laboratory learning experiences.	66.7
135.	The student-teacher ratio per class is 20 to 1 or less depending upon the nature of program requirements.	66.7

All Standards which follow are considered unacceptable because the criterion measure for acceptance was determined to be 66.6 percent.

ID No.	Standard	Percentage
136.	Each student obtains a minimum of 450 hours of supervised on-the-job experience in his/her chosen occupation in agricultural (natural) resources before graduation.	62.5
138.	The agricultural resources facilities are designed by the agricultural occupations instructor(s).	61.1
137.	A minimum of 35 square feet of space is provided per student in the classroom and 120 square feet for each student in the laboratory.	53.3

Table 36 - Percentage of Community College Teachers Rating Standards Specific to Forestry as "Essential" and "Important"

ID No.	Standard	Percentage
143.	An agricultural mechanics laboratory is provided which:	
	a. meets the minimum standards for space utilized for furnishings, equipment, and instruction.	84.7
	b. allows for maintenance and storage of tools and equipment of the type simulating that used in the forestry industry.	84.7
141.	Students in postsecondary programs have high school diplomas or the equivalent.	76.9
139.	The program provides for 800 contact hours of instruction in forestry courses, two-thirds of which are devoted to field instruction.	75.0
142.	A sufficient outdoor laboratory or school forest is to be provided. The location should be readily accessible to students during regular class time.	69.3

ID No.	Standard	Percentage
140.	The 800 contact hours of instruction are distributed among subject matter areas in approximately the following manner:	

Contact Hours	Subject Matter	Percentage
90	Dendrology	80.0
50	Silvics	66.7
60	Silviculture	66.7
50	Protection	66.7
110	Measurements	66.7
110	Land Surveying	66.7
50	Aerial Photographs	66.7
20	Woods Safety	66.6
30	Forestry Equipment	66.7
110	Harvesting Techniques and Utilization	66.6
50	Forest Land Use and Development	66.7
50	Forest Management Practices	66.7
20	Firemanship	66.7

Table 37 - Percentage of Community College Teachers Rating Standards Specific to Adult Education as "Essential" and "Important"

ID No.	Standard	Percentage
159.	A variety of teaching methods is employed in conducting the instructional program.	84.7
150.	Instructors understand and carry out their job descriptions. Itineraries and work schedules are developed and followed.	81.6
162.	Periodic student evaluation is conducted by the instructor and discussed with the student.	80.0
161.	Instruction in farm, ranch, and other business records, computerized business analyses, and other decision making techniques are provided in the instructional program.	77.7
157.	The instructional program reflects the occupational needs, crucial problems, goals, and objectives of the students. These are organized by the instructor into a systematic and sequential schedule which includes individual on-the-job instruction.	69.5

ID No.	Standard	Percentage
158.	Lesson plans are developed that clearly state instructional objectives, learning activities, and resources to be used in the instructional program.	69.4
164.	State and local plans provide for the following:	
	a. Advisory committees representing young and adult farmers and appropriate agribusiness representatives are created to assist in identifying program needs. The committees meet two or more times each year to effectively carry out the programs.	72.6
	b. Advisory committee members are selected with the approval of the school administration.	69.0
	c. Both annual and long-term instructional plans are developed to meet local needs.	35.8
	d. Appropriate levels of federal, state, and local funding are provided for the development and maintenance of the program.	32.1
	e. The local plan provides for facilities and equipment. Funds are budgeted for salaries, travel, educational supplies, and other instructional needs.	80.9
	f. All teachers are certified or are otherwise qualified to teach agricultural occupations.	72.7
	g. Those enrolled are considered students of the local or area school.	72.7
	h. Instruction is provided on a year-round basis.	72.3
	i. The enrollment includes ten or more students per class and a minimum of 30 clock hours of instruction.	62.7
	j. Scheduled time for individual instruction on a year-round basis at the local level is provided.	57.9
	k. Qualified supervisory/consultant staff for coordinating Young Farmer and other Adult Education is provided at state and/or district levels.	58.4
	l. The Young Farmer Educational Association (Y.F.A.) is an integral part of the state and local agricultural occupations program.	45.2
165.	An annual evaluation of the program is conducted by representatives of school administration, advisory committee, class members, and local and state staff, and uses the Standards for Quality Vocational Programs in Agricultural Occupations Education and other appropriate evaluation instruments.	67.5
166.	Summaries of evaluation findings are prepared by local administrators and distributed to the state vocational agricultural occupations administration and to those who participated in making the evaluation.	66.7

All standards which follow are considered unacceptable because the criterion measure for acceptance was determined to be 66.6 percent.

ID No.	Standard	Percentage
160.	Individualized instruction is provided on a year-round basis. This individual instruction is intensive during the first year and is provided as needed in subsequent years.	65.9
156.	The annual plan and related reports for the adult education program are submitted to the local administrator and the appropriate state agency for approval.	64.3
151.	State and local young farmer associations are non-profit, non-political, and non-discriminatory.	63.5
146.	Instructors employed full-time in Young Farmer and other adult education programs have been specifically trained to work with adults and have successful occupational experience in the area to be taught.	60.7
155.	Current state standards and guidelines are followed in the development of the adult agricultural occupations education program.	59.1
145.	Instructors meet certification standards established by the appropriate state vocational education agency.	58.4
148.	Resource specialists are certified to teach in specific areas for which they qualify by either experience, education, or a combination of both. Instructors who are full-time employees are required to correct any deficiencies that exist, in order to become fully qualified within five years.	57.9
154.	The Standards for Quality Vocational Programs in Agricultural Occupations Education are used by the school administration and/or the advisory committee in assessing the needs of Young Farmer and other adult education programs in agricultural occupations. The findings are made available for future program planning and development.	56.0
153.	The Y.F.A. executive committee, or a committee appointed by it is responsible for the planning and execution of an annual program of activities.	51.8
149.	Instructors attend annual state in-service workshops dealing with problems relating to Adult Education in Agricultural Occupations.	51.5

ID No.	Standard	Percentage
163.	Young Farmer Chapters and other Adult Education in Agricultural Occupations are recognized and conducted as part of each state's secondary and postsecondary vocational programs.	45.2
152.	The local Y.F.A. advisor is the instructor of the vocational agricultural occupations class(es) for young farmers.	40.9
147.	Adult education instructors hold the minimum of a bachelor's degree, and have completed at least 45 hours (75 quarter hours or 40% of total credit hours) in technical agricultural occupations including management.	37.5

Review of Data by State Review Committee

Purpose of the State Review Committee

The major purpose of the Review Committee was to examine results of the Illinois Survey of Community College Agricultural Teachers to Evaluate National Standards for Quality Agricultural Programs.

The Committee met on May 15 at Springfield, Illinois in the Illinois Office of Education Building. The review process began at 9:30 a.m. and was completed at 3:00 p.m.

The major objectives to be accomplished by the committee of consultants were as follows:

1. Review all standards receiving less than two-thirds rating as "Essential" and "Important."
2. Become familiar with comments made by respondents to the specific standards.
3. Rewrite rejected standards in community college language, if the intent of the standard is acceptable.
4. Write new standards which are considered necessary for implementing quality community college agricultural programs.
5. Reject standards which are not needed to develop quality agricultural programs.
6. Review and respond to the summary of all data provided by Research Survey Laboratory, University of Illinois.

Selection of Members for the State Review Committee

The Standards Project Staff met with community college teachers at four regional meetings to explain the purpose of the project and solicit their cooperation. Agricultural teachers and agricultural department chairpersons were given the opportunity to participate as project consultants. Those interested in participating on the State Review Committee were instructed to express their intent by writing to the President of the Illinois Association of Community College Agriculture Instructors (IACCAI). The President and Vice-president of IACCAI and University project staff assigned 38 volunteers (Appendix F) to small groups to consider standards common to all agricultural programs, agricultural taxonomy areas, and adult education in agriculture.

Review Process

The agenda for the State Review Committee meeting of the Illinois Standards Project started with opening remarks by the project director followed by the project philosophy and objectives by the project staff. In addition, a brief summary of demographic data was presented.

The 38 volunteers who served as consultants were assigned to committee work to review and rewrite standards or to reject all standards considered unacceptable. A standard was considered unacceptable when rated by less than 66.6 percent of the respondents as "Essential" or "Important." Respondents while rating the standards gave reasons for rejecting some national standards. Comments were written on pages inserted following major sections of the survey instrument (see Appendix A). Rejection of or dissatisfaction with a specific standard may have been for one or more of the following reasons:

1. Standard is written in high school language.
2. Standard is not applicable to Illinois.
3. Standard is too specific.
4. Standard is designed for Secondary Programs.
5. Standard conflicts with State or local policy.

In preparation for the Review Committee meeting the project staff placed each rejected standard on a separate sheet of paper. Comments made by respondents for each item were listed below the standard. Room was provided on each form for the Committee to write its decision. (See Appendix G).

New standards were written by the groups as standards were reviewed and omissions were noted. In addition, new standards had been suggested by the community college teachers as they responded to the survey for rating the national standards. These new standards were given to the appropriate group chairman.

A final task asked of the Review Committee was to modify, if necessary, the language of accepted standards.

Near the close of the meeting, each small group reported its review effort to the total group.

Report of State Review Committee Meeting

The project staff reported the action taken by the Review Committee by dividing the standards into five groups (Appendix B) as follows:

I. Standards adopted by two-thirds of community college teachers

II. Standards adopted by two-thirds of community college teachers and modified by the Review Committee

III. Standards accepted by less than two-thirds of community college educators and modified by the Review Committee

IV. New standards written by the Review Committee

V. Standards rejected

Final Action on Community College Standards

A meeting was held by the IACCAI at the University of Illinois on June 22 in the Illini Union to examine the results of the Illinois Standards Project.

The community college teachers had received by mail two weeks prior to the meeting the five groups of standards which resulted, in part, from the action taken by the State Review Committee. The teachers were informed that Groups I and II would be presented for adoption at the meeting. Groups III, IV and V would be discussed and included in a new survey to be sent to community college educators in August or September.

The results of the second survey would be considered on October 5 at the fall meeting of the IACCAI to be held at Joliet Community College.

The action taken by the IACCAI was to tentatively adopt the standards in Groups I and II. They concurred with the process proposed to submit Groups III and IV for further evaluation. Final action on all standards for quality community college programs in agriculture will take place at the fall meeting of the IACCAI.

SUMMARY AND FUTURE PLANS

Summary

The activities conducted in this project may be summarized as follows:

1. Project staff at the University of Illinois met with project staff members at Southern Illinois University to build uniformity into the instrumentation and to correlate research procedures.

2. The advice and counsel of the Illinois Joint Staff and the Standards Steering Committee was sought to secure the thinking of agricultural educators not directly involved in the project.

3. Project plans were shared with the officers and the Executive Committee of the IACCAI and chairmen of departments of agriculture in Illinois community colleges. Valuable suggestions were obtained from these groups.

4. Project staff members attended four area meetings of Illinois community college agriculture instructors to explain the project and to enlist the support of teachers and administrators.

5. Articles reporting the project were published in the Vo. Ag. Aids, a state newsletter sent to all agriculture teachers in Illinois.

6. Community college agriculture department heads were asked to prepare a list of their teachers and to indicate each teacher's technical specialty (taxonomy area).

7. Survey instruments were sent to community college agriculture department heads who were asked to distribute the forms and to be responsible for collecting the completed forms.

8. Follow-up by mail and telephone was conducted by the project staff to increase the response rate.

9. Research data were processed, summarized, and analyzed at the University of Illinois Survey Research Laboratory.

10. A State Review Committee consisting of 40 community college instructors and administrators met for one day in May to review the results of the survey and to revise or rewrite standards which had not received a high rating by teachers.

11. A meeting of teacher respondents was held in June to take official action on the revised lists of standards. Two large groups of standards were tentatively adopted and two groups of standards which had been revised were held back for further ratings by Illinois teachers.

12. A final report of Phase I was prepared and submitted to the Department of Adult, Vocational and Technical Education, Illinois Office of Education.

The major findings of Phase I of the Standards Project may be summarized as follows:

1. One hundred forty-three (143) of the national standards were rated as "Essential" or "Important" by two-thirds or more of the 109 agriculture instructors in 22 community colleges in Illinois. These 143 standards were also accepted by a State Review Committee composed of 40 agriculture teachers and administrators. No changes were recommended by the State Review Committee. This group of 143 standards were given further approval at a meeting of a group of 25 agriculture teachers in Urbana on June 22, 1978.

2. Nine (9) of the national standards were rated as "Essential" or "Important" by two-thirds or more of the 109 agriculture teachers who

responded to the mailed survey, but were later revised by the State Review Committee. The teacher group which met in Urbana in June recommended tentative approval for these nine revised standards.

3. Thirty-one (31) of the national standards were rated as "Essential" or "Important" by less than two-thirds of the teacher respondents. Using the reactions and comments of the teacher respondents, the State Review Committee revised these 31 standards and agreed with the project staff that they should be sent out to teachers for further evaluation.

4. Ten new standards were written by the State Review Committee using suggestions furnished by teacher respondents. These new standards will be sent out to teachers for further evaluation.

5. Forty-two (42) of the national standards were rated "Essential" or "Important" by less than two-thirds of the teacher respondents and were rejected by the State Review Committee in May. These 42 standards as written will not be considered further by the project staff.

6. Data on teachers, programs, and schools were collected as a part of this study. These data are presented in Tables 1-28 and summary statements have been included in the Presentation of Data section of this report.

Future Plans

The findings of this study should be considered as tentative findings which will be subject to further review and evaluation. Plans for Phase II call for the development of a "final" list of community college standards in October or November, 1978. Additional activities to be carried out in Phase II are as follows:

1. Develop plans for regional workshops to be conducted during the spring semester, 1979, to secure implementation of standards in locally directed evaluation efforts.

2. Conduct pilot tests of the implementation package in selected community colleges before using it at the regional workshops.

3. Develop a process for changing and/or updating program standards.

4. Outline Phase III plans.

APPENDIXES

APPENDIX A

SURVEY INSTRUMENT FOR RATING NATIONAL STANDARDS FOR QUALITY COMMUNITY COLLEGE PROGRAMS IN AGRICULTURE

. . . . standard = "that which is set up and established by educators as a way to measure quantity, values or quality of an agriculture program."

AN EVALUATION SURVEY OF TENTATIVE STANDARDS
FOR QUALITY
AGRICULTURAL OCCUPATIONS PROGRAMS
IN
ILLINOIS COMMUNITY COLLEGES

AGRICULTURAL EDUCATION DIVISION

VOCATIONAL AND TECHNICAL EDUCATION DEPARTMENT

UNIVERSITY OF ILLINOIS

AT

URBANA-CHAMPAIGN

NAME ____________________________________

After completing, please return it to the person who distributed the survey.

. . . . standard = "that which is set up and established by educators
as a way to measure quantity, values or quality
of an agriculture program."

AN EVALUATION SURVEY OF TENTATIVE STANDARDS
FOR QUALITY
AGRICULTURAL OCCUPATIONS PROGRAMS
IN
ILLINOIS COMMUNITY COLLEGES

AGRICULTURAL EDUCATION DIVISION

VOCATIONAL AND TECHNICAL EDUCATION DEPARTMENT

UNIVERSITY OF ILLINOIS

AT

URBANA-CHAMPAIGN

NAME ______________________________________

After completing, please return it to the person who distributed the survey.

Preliminary Data

Confidential Information

Community College
SOUTHERN ILLINOIS UNIVERSITY/Carbondale
UNIVERSITY OF ILLINOIS/Urbana-Champaign

School:______________________________ 1-4

Name (Optional):____________________

TEACHER PROFILE

1. College Preparation: (Circle highest level college credit)

High School	1	5
AA degree	2	
MS + 30 hrs	3	
2-years college	4	
BS degree	5	
Ph.D. or Ed.D.	6	
AAS degree.	7	
MS degree	8	

2. Teaching Certification and Licensing (Circle one)

Temporary	1	6
Provisional	2	
Permanent	3	
Licensed	4	
Not Certified	5	

3. Length of your teaching contract: (Circle one)

9 mo	1	7
9½ mo	2	
10 mo	3	
10½ mo	4	
11 mo	5	
11½ mo	6	
12 mo	7	

4. Are you a member of: (Circle all that apply)

IVA	1	8
NVATA	2	9
AVA	3	10
IAVAT	4	11
IACCAI	5	12
IEA	6	13
IFT	7	14
Others ______________________________ (Please specify)	8	15-17

5. Sex:

Male 1 18
Female 2

TEACHING INFORMATION

1. How many years including this year of secondary school teaching experience?

Agric. Occ. ____________________ 19 - 20
Non-Agric. ____________________ 21 - 22

2. How many years including this year of post-secondary teaching experience?

Agric. Occ. ____________________ 23 - 24
Non-Agric. ____________________ 25 - 26

3. Years including this year of non-teaching agricultural experience since the age 18?

______________________________ 27 - 28

4. How many years including this year of non-agricultural non-teaching experience?

______________________________ 29 - 30

5. Have you served as a cooperating teacher for student teaching?

Yes, ... 1 31
No 2
If yes indicate number of years _____ 32 - 33

COMMUNITY & SCHOOL

1. Size of the largest city, suburb, or town in your educational district:

0-1,000 . . . . 1 34
1,001-3,000 2
3,001-6,000 3
6,001-12,000 4
12,001-25,000 5
25,001-50,000 6
50,001-100,000 7
Over 100,000 8

2. Size of your High School, Area Vocational Center, or Community College: Full Time Equivalent

100-250	1	35
251-500	2	
501-750	3	
751-1,000	4	
1,001-2,000	5	
2,001-5,000	6	
5,001-10,000	7	
Over 10,000	8	

3. Teaching Assignment: (Check all that apply)

High School	1	36
Area Vocational Center	2	37
Community College	3	38

4. Do you teach in a multiple or single teacher department:

Multiple Dept.	1	39
Single Dept.	2	

If multiple, list the number of full and part-time teachers. ____________________ 40 - 41

Advisory Committee Information

1. Do you have an advisory committee solely for your (e.g., Ag Production) agriculture and/or horticulture program area?

Yes 1 30
No. 2

2. Do you have one general advisory committee for all agricultural or horticulture programs?

Yes 1 31
No. 2

Supervised Occupational Experience

1. Is a Supervised Occupational Experience program available for students instructed by you?

Yes 1 32
No. 2
If no, stop here.

2. Are you the supervising instructor for S.O.E.?

Yes 1 33
No. 2
If yes, specify the program ____________________ 34-35
____

3. How many students do you place?

Less than 5 . . . . 1 36
5-10 2
11-15 3
16-25 4
26-35 5
36 or more 6
not applicable 7

4. Are you given released time for S.O.E. supervision?

Yes 1 37
No. 2
If yes, what percent of total load? _____ 38-39

a. Do you teach classes and supervise S.O.E. during the same semester or quarter?

Yes 1 40
No. 2

(Skip to Q. 5)

b. Hours in class per week _____ 41-42
c. Number of students supervised _____ 43-44

5. What is the length of time students are on S.O.E. during regular semester? 45-48
_____ hours per week; _____ number of weeks

6. Do you have a summer S.O.E.?

Yes 1 49
No. 2
If no,

7. What is the length of time students are on summer S.O.E.? ______________ 50-51
hours per week
and ______________ 52-53
number of weeks

8. Is a summer seminar required in conjunction with S.O.E.?

Yes 1 54
No. 2

9. Do you supervise S.O.E. in more than one program?

Yes 1 55
No. 2

If yes, list additional programs supervised ____________________________, 56-58

____________________________, ____________________________.

Preliminary Data

[illegible]VER[illegible] OF[illegible]LIN[illegible]Urb[illegible]Cha[illegible]ign
SOUTHERN ILLINOIS UNIVERSITY/Carbondale

Confidential Information

Community College Teaching Information

1. Do you identify with an Agriculture or Horticulture O.E. program(s)?

Yes ______________________________ 1 42-43
(Please specify)
No 2 44-46

2. Do you identify with a technical specialty(s)?

Yes ______________________________ 1 44-46
(Please specify)
No 2

3. Number of courses taught during regular school year ______, summer ______ 47-49

4. Title of courses taught for the total year.

-2 1 -1 -1

a) ______________________________, ____ credit hours, ____ contact hrs/wk ____ lab hrs/week 50-54
b) ______________________________, ____ credit hours, ____ contact hrs/wk ____ lab hrs/week 55-59 -6-
c) ______________________________, ____ credit hours, ____ contact hrs/wk ____ lab hrs/week 60-64
d) ______________________________, ____ credit hours, ____ contact hrs/wk ____ lab hrs/week 65-69
e) ______________________________, ____ credit hours, ____ contact hrs/wk ____ lab hrs/week 70-74
f) ______________________________, ____ credit hours, ____ contact hrs/wk ____ lab hrs/week 75-79 80/1
g) ______________________________, ____ credit hours, ____ contact hrs/wk ____ lab hrs/week 5-9 1-4
h) ______________________________, ____ credit hours, ____ contact hrs/wk ____ lab hrs/week 10-14
i) ______________________________, ____ credit hours, ____ contact hrs/wk ____ lab hrs/week 15-19
j) ______________________________, ____ credit hours, ____ contact hrs/wk ____ lab hrs/week 20-24

5. a. Are your employed. . . . . . Full Time (Skip b and c. 1 25
Part Time. 2

b. What is your percentage of instructor employment?

_____% 26-27

c. What is the job title of your other employment? (Please be specific.)

____ 28-29

____

[redacted]hool ______________________
Name ______________________
Title ______________________

PROGRAM COORDINATORS ONLY

Agriculture Department Information

1. Community College Staff and Student enrollments by program. [Please designate instructor time in F.T.E.'s (Full time equivalents) program enrollments reported for O.E. reimbursement code by certificate and degree programs counting each student only once.]

	STAFF			STUDENT				
Programs by O.E. Coding plus Ag Business & Other	Total FTE Staff	Number Full time Staff	Number Part time Staff	Certificate Program Enrollment		Associate Degree Program enrollment		
				Full time	Part time	Full time	Part time	
Agriculture Production								59-76 77-79/BK 80/2
Agriculture Supply & Service								1-4 5-22
Agriculture Mechanics								23-40
Agriculture Products								41-58
Horticulture								59-76 77-79/BK 80/3
Agriculture Resource								1-4 5-22
Forestry								23-40
Other Specify__________								41-58
Other Specify__________								59-76 77-79/BK 80-4
Other Specify__________								1-4 5-22
Totals								23-40

DEFINITION OF TERMS AND DIRECTIONS FOR COMPLETING THE SURVEY

4 - Essential:	Is so necessary that this standard should be met by all approved Illinois agricultural occupations programs.
3 - Important:	Is a necessary standard of superior Illinois agricultural occupations programs.
2 - Nice to Have:	Is not necessary, but may provide help to some Illinois agricultural occupations programs.
1 - Not Needed:	Is not necessary and is not useful for Illinois agricultural occupations programs.

Read each standard and evaluate the standard by circling one of the following:

4 - essential

3 - important

2 - nice to have

1 - not needed

Any standard you mark Nice to Have or Not Needed, please modify or react to the standard on the page provided following each taxonomy area.

This is very important to the editing committee.

A. STANDARDS COMMON TO ALL PROGRAMS

		IDENTIFICATION OF NEED FOR STANDARDS				
ID No.	Standards Statements	Essential	Important	Nice to have	Not Needed	Coding only
	Instructional Program					
1.	The department's annual and five-year program plans, including goals, objectives, and activities, are on file in the department and with the administration.	4	3	2	1	41
2.	A written statement of philosophy for vocational education in agricultural occupations is on file and is in harmony with the philosophy statement for the total school.	4	3	2	1	42
3.	The instructional program is reviewed and modified in light of local, state, and federal manpower data.	4	3	2	1	43
4.	Validated competencies, needed by students for entry and advancement in employment, are utilized in developing objectives for the instructional program.	4	3	2	1	44
5.	The instructional program contains the necessary balance of class time, laboratory work, field trips, and occupational experience to adequately prepare students for employment or advanced educational programs.	4	3	2	1	45
6.	Students enrolled in vocational education in agricultural occupations are also enrolled in other appropriate courses including science, mathematics, social science, and oral and written communications.	4	3	2	1	46
7.	The instructional program is articulated with other local secondary, postsecondary, and four-year programs of education in agricultural occupations.	4	3	2	1	47
8.	Planned visits are made to prospective employers by the agricultural occupations instructor or school placement officer to de-	4	3	2	1	48

		IDENTIFICATION OF NEED FOR STANDARDS				
ID No.	Standards Statements	Essential	Important	Nice to have	Not Needed	Coding only
	termine current manpower needs.					
9.	Written courses of study are based on validated competencies and are evaluated and revised annually.	4	3	2	1	49
10.	Provisions are made to accommodate students with physical handicaps or other special educational needs.	4	3	2	1	50
11.	Community resources, facilities, and industries are identified and utilized to enhance the quality of the instructional program.	4	3	2	1	51
12.	Lesson plans are developed that clearly state instructional objectives, activities, and resources to be utilized during instruction.	4	3	2	1	52
13.	Modern and technically accurate instructional materials and textbooks are utilized in the instructional program.	4	3	2	1	53
14.	Students have access to current trade journals and other agricultural publications.	4	3	2	1	54
15.	Instruction in safety is provided in advance of any shop or laboratory work.	4	3	2	1	55
16.	Transportation is provided to all students for all planned off-campus educational activities.	4	3	2	1	56
	Supervised Occupational Experience					
17.	Students are engaged in supervised occupational experience programs that are related to their occupational objective and are appropriate in light of their ability and place of residence.	4	3	2	1	57

		IDENTIFICATION OF NEED FOR STANDARDS				
ID No.	Standards Statements	Essential	Important	Nice to have	Not needed	Coding only
18.	A systematic plan is utilized to select, develop, and evaluate training stations that assist students in obtaining desired occupational competencies.	4	3	2	1	58
19.	The instructor, student, and employer cooperatively develop a formal training agreement and training plan which include essential competencies and experiences that are to be acquired during the program.	4	3	2	1	59
20.	Students participating in the occupational experience program are employed in accordance with all applicable federal and state labor laws.	4	3	2	1	60
21.	The instructor provides effective coordination, supervision, and occupational guidance to students engaged in occupational experience programs.	4	3	2	1	61
22.	Supervision of students, engaged in cooperative occupational experience programs, is accomplished by both the instructor and the cooperating employer.	4	3	2	1	62
23.	Agricultural occupations instructors have at least one class preparation period and one period for supervision per instructional day.	4	3	2	1	63
24.	Each instructor responsible for supervision of occupational experience programs maintains adequate records to determine student progress and to assist in placement.	4	3	2	1	64
25.	Each student engaged in a supervised occupational experience program maintains accurate and up-to-date records including financial transactions and competencies acquired during the program.	4	3	2	1	65

ID No.	Standards Statements	IDENTIFICATION OF NEED FOR STANDARDS Essen-	Impor-	Nice	Not	Coding
26.	Students receive (school) credit for all supervised occupational employment programs that are conducted during regular school hours.	4	3	2	1	66
	Leadership Development					
27.	All secondary agricultural occupations students are members and participate in the Future Farmers of America (FFA).	4	3	2	1	67
28.	All postsecondary agricultural occupations students are members and participate in the Young Farmers Association (YFA) or other appropriate postsecondary student organizations.	4	3	2	1	68
29.	The local FFA Chapter, YFA Chapter, and other postsecondary organizations involve members in activities at the district, state, and national levels.	4	3	2	1	69
30.	The FFA Chapter, YFA Chapter, and other postsecondary organizations provide for the specialized needs and interests of all members and reflect the instructional program.	4	3	2	1	70
31.	Leadership development activities are an integral part of the instructional program.	4	3	2	1	72
32.	Organizations representing specialized areas of agricultural occupations provide leadership and occupational training for students in postsecondary institutions.	4	3	2	1	72
	Student Recruitment, Enrollment, and Counseling					
33.	Students enrolling in a specialized program of Vocational Education in agricultural occupations have completed a one or two-year basic vocational agriculture program.	4	3	2	1	73

		IDENTIFICATION OF NEED FOR STANDARDS				
ID No.	Standards Statements	Essential	Important	Nice to have	Not needed	Coding only
34.	Prospective students and their parents are visited by the agricultural occupations instructor and are provided copies of the program objectives prior to their enrollment in the program.	4	3	2	1	74
35.	A student card or file is maintained for all students and contains current information on occupational objectives, supervised occupational experience programs, leadership activities, complete course work, and other necessary subjects.	4	3	2	1	75
36.	The agricultural occupations instructor advises each student on a regular basis and assists those with special educational needs to obtain additional assistance from qualified school personnel.	4	3	2	1	76
37.	Enrollment policies permit flexible entry and exit from the agricultural occupations program.	4	3	2	1	77
	Public Relations					
38.	Through an effective public relations program the faculty, students, parents, employers, advisory council members, and the community understand the educational objectives, major activities and accomplishments of the agricultural occupations program.	4	3	2	1	78
39.	The instructor establish and maintain cooperative working relations with leaders in related industries, organizations, and agencies.	4	3	2	1	79
						80/5 1-4/DUP
	Facilities and Equipment					
40.	The classrooms, shops, and laboratory stations are adequate for the number of students enrolled. The equipment replicates that found in the occupations for which training is provided.	4	3	2	1	5

		IDENTIFICATION OF NEED FOR STANDARDS				
ID No.	Standards Statements	Essential	Important	Nice to have	Not needed	Coding only
41.	Facilities and equipment meet all current state and federal safety regulations.	4	3	2	1	6
42.	The classroom and laboratory are maintained in an orderly, safe, and attractive condition.	4	3	2	1	7
43.	Facilities and equipment are arranged with consideration given to effective teaching, class control, safety, and economy.	4	3	2	1	8
44.	A land laboratory, convenient to the school, is provided and utilized in the instructional program.	4	3	2	1	9
45.	The departmental office is located so as to provide optimum supervision of activities.	4	3	2	1	10
46.	Supplies and equipment are stored in a systematic and safe manner.	4	3	2	1	11
47.	Maintenance and service records of equipment are on file in the department office.	4	3	2	1	12
	Staffing					
48.	The instructor possesses the personal, technical, professional and occupational competencies necessary to prepare students for entry level employment or for advanced educational programs	4	3	2	1	13
49.	The instructor is sensitive to the needs of students and can recognize and make provisions for individual student differences within the instructional program.	4	3	2	1	14
50.	Instructors are employed on twelve-month contracts to provide for continuous education and supervision of students during summer months.	4	3	2	1	15

IDENTIFICATION OF NEED FOR STANDARDS

ID No.	Standards Statements	Essen-tial	Impor-tant	Nice to have	Not needed	Coding only
51.	The maximum assignment per instructor is 25 hours of classroom instructional time, five hours of student advising, and ten hours of supervision and preparation per week.	4	3	2	1	16
52.	The instructor is actively involved in professional teacher organizations which are supported by agricultural educators in the state, and is engaged in continuing in-service professional development programs.	4	3	2	1	17
53.	At least one instructor in the department holds a current Red Cross first aid card or its equivalent.	4	3	2	1	18
54.	The department has access to adequate secretarial services.	4	3	2	1	19
55.	Instructors holding provisional certification will acquire full certification within two years of original employment.	4	3	2	1	20
	Administration and Supervision					
56.	The agricultural occupations program is an integral part of the local district plan for vocational education.	4	3	2	1	21
57.	Representatives of local, area, and state education agencies participate in planning the program of instruction and are kept informed of the progress made.	4	3	2	1	22
58.	In multiple-instructor departments, one instructor is appointed and compensated to serve as department head. Job descriptions are on file for all department staff members.	4	3	2	1	23
59.	An agricultural occupations advisory council or committee is formed and meets at least twice a year to help determine program needs and to assist in promotion, and evaluation of the program.	4	3	2	1	24

		IDENTIFICATION OF NEED FOR STANDARDS				
ID No.	Standards Statements	Essential	Important	Nice to have	Not needed	Coding only
60.	The advisory council functions under written guidelines which specify the length of a member's term, responsibilities, and operational procedures.	4	3	2	1	25
	Finance					
61.	The instructional program is supported by an annual board-approved budget that considers program needs and the number of students enrolled. Included are:					
	a. Staff compensation on an annual basis	4	3	2	1	26
	b. Staff compensation for duties performed beyond the standard teaching day	4	3	2	1	27
	c. Facility operation and maintenance	4	3	2	1	28
	d. Equipment and material purchase and replacement	4	3	2	1	29
	e. Consumable supplies	4	3	2	1	30
	f. Teacher travel and per diem	4	3	2	1	31
	g. Transportation for field trips	4	3	2	1	32
	h. In-service education	4	3	2	1	33
62.	Appropriate and accurate financial records are maintained. Administration and/or board-approved policies are provided for the receipt and disbursement of funds	4	3	2	1	34
	Placement					
63.	The instructor, in cooperation with the school guidance counselor assists in the placement and follow-up of students. A file of placement and employment records is maintained.	4	3	2	1	35

ID No.	Standards Statements	IDENTIFICATION OF NEED FOR STANDARDS				
		Essential	Important	Nice to have	Not needed	Coding only
	Evaluation					
64.	The instructor, local administrator(s), and appropriate state education agency staff member(s) meet at regular intervals to formally examine and evaluate the agricultural occupations program.	4	3	2	1	36
65.	One and five-year follow-up surveys of former students are made to determine their current occupational or educational status.	4	3	2	1	37
66.	Results obtained from program evaluations are used to promote, develop, and improve the instructional program.	4	3	2	1	38

Please use this page to modify, rewrite or add a standard.

Taxonomy area ______________________________

Standard Number	Reactions

B. STANDARDS SPECIFIC TO PRODUCTION AGRICULTURE

POSTSECONDARY

		IDENTIFICATION OF NEED FOR STANDARDS				
ID No.	Standards Statements	Essential	Important	Nice to have	Not needed	Coding only
	Instructional Program					
67.	Instructors submit to the administration a carefully planned program of responsibilities to be assumed during the summer months.	4	3	2	1	39
	Supervised Occupational Experience					
68.	An annual report of the occupational experience program of students is submitted to the school administration and state educational agency staff.	4	3	2	1	40
	Staffing					
69.	Instructors have degrees in agriculture, meet certification standards, and have 36 months of satisfactory experience in the occupational area in which they teach.	4	3	2	1	41
70.	Instructors complete 100 clock hours of job-related in-service training each three years.	4	3	2	1	42
71.	The maximum student teacher ratios do not exceed:					
	a. 30 to 1 in classroom instruction	4	3	2	1	43
	b. 15 to 1 in laboratory	4	3	2	1	44
	c. 30 to 1 in providing counceling functions	4	3	2	1	45

		IDENTIFICATION OF NEED FOR STANDARDS				
ID No.	Standards Statements	Essen-tial	Impor-tant	Nice to have	Not needed	Coding only
	Administration and Supervision					
72.	The postsecondary production agriculture education program is an integral segment of the institution's plans for Vocational Education designed for students who need and can profit from it.	4	3	2	1	46

Please use this page to modify, rewrite or add a standard.

Taxonomy area ____________________________________

Standard Number	Reactions

C. STANDARDS SPECIFIC TO AGRICULTURAL SUPPLIES AND SERVICES

POSTSECONDARY

ID No.	Standards Statements	IDENTIFICATION OF NEED FOR STANDARDS Essential	Important	Nice to have	Not needed	Coding only
	Instructional Program					
73.	The postsecondary instructional program is two years in length.	4	3	2	1	47
74.	The program allocates 60% of the instructional time for classroom activities and 40% for laboratory experiences.	4	3	2	1	48
	Supervised Occupational Experience					
75.	Students are visited at least monthly by the instructor	4	3	2	1	49
76.	Supervised occupational experience involves a minimum of 25 percent of the total time allocated for the agricultural supplies and services program.	4	3	2	1	50
77.	Wages are paid to the student during an on-the-job training period.	4	3	2	1	51
78.	A full-time instructor supervises a maximum of 24 students while they are engaged in an occupational experience program.	4	3	2	1	52
79.	The supervised occupational experience program is more than six months in duration each year.	4	3	2	1	53
	Student Recruitment, Enrollment, and Counseling					
80.	Working relationships exist between the agricultural supplies and services faculty and the student services personnel in the school system.	4	3	2	1	54

		IDENTIFICATION OF NEED FOR STANDARDS				
ID No.	Standards Statements	Essential	Important	Nice to have	Not needed	Coding only
	Facilities and Equipment					
81.	A minimum of 40 square feet of classroom space per student is provided.	4	3	2	1	55
82.	Office space is provided at the rate of 120 square feet for one teacher and 60 square feet for each additional teacher.	4	3	2	1	56
	Staffing					
83.	Postsecondary supplies and services faculty numbers permit a limit of 24 students in lecture/discussion classes and 16 in laboratory classes.	4	3	2	1	57
84.	Instructors are certified and possess a minimum of 3,000 hours of meaningful job employment in the agricultural supplies and services area.	4	3	2	1	58
85.	Instructors participate in a minimum of four weeks of professional improvement activities each three years.	4	3	2	1	59
86.	Instructors are provided two hours daily for supervision and coordination activities for each 20 students.	4	3	2	1	60
	Administration and Supervision					
87.	Periodic reports of activities and accomplishments are submitted	4	3	2	1	61

Please use this page to modify, rewrite or add a standard.

Taxonomy area ______________________________

Standard Number	Reactions

D. STANDARDS SPECIFIC TO AGRICULTURAL MECHANICS

POSTSECONDARY

		IDENTIFICATION OF NEED FOR STANDARDS				
ID No.	Standards Statements	Essential	Important	Nice to have	Not needed	Coding only
	Supervised Occupational Experience					
88.	Each student completes a minimum of 450 hours of supervised occupational experience per year in the agricultural mechanics area for which they are being trained.	4	3	2	1	62
	Facilities and Equipment					
89.	The facilities in agricultural mechanics are designed and used only for agricultural mechanics instruction.	4	3	2	1	63
90.	The facilities include a self-contained unit, which houses classrooms, laboratories, offices, storage, and complimentary auxiliary features.	4	3	2	1	64
91.	The laboratory/shop has a minimum width of 50 feet and a width-length ratio of not more than 1 to 2 permitting an open concept instructional area and flexible use.	4	3	2	1	65
92.	Adequate student lockers, restrooms and clean-up facilities are provided.	4	3	2	1	66
93.	A minimum of one classroom, one laboratory, and associated storage area is provided for each of the instructional areas included in the program.	4	3	2	1	67
94.	Main entrance to the agricultural mechanics laboratory is a minimum of 14 feet high and 16 feet wide.	4	3	2	1	68

		IDENTIFICATION OF NEED FOR STANDARDS				
ID No.	Standards Statements	Essential	Important	Nice to have	Not needed	Coding only
95.	Adequate lighting and ventilation are provided.	4	3	2	1	69
96.	Recommended minimum space is available for special work areas as follows:					
	a. Structures and environment -- 60 sq. feet/student	4	3	2	1	70
	b. Construction and maintenance -- 120 sq. feet/student	4	3	2	1	71
	c. Electric power and processing -- 120 sq. feet/student	4	3	2	1	72
	d. Soil and water mechanics -- 60 sq. feet/student	4	3	2	1	73
	e. Air conditioning -- 200 sq. feet total	4	3	2	1	74
	f. Power and machinery -- 400 sq. feet/student	4	3	2	1	75
	g. Hydraulics -- 200 sq. feet/student	4	3	2	1	76
	h. Diesel -- 200 sq. feet total	4	3	2	1	77
	i. Electrical -- 200 sq. feet total	4	3	2	1	78
	j. Tool and equipment storage -- 200 sq. feet total	4	3	2	1	79
						80/6
						1-4 DUP
97.	The classroom has a minimum width of 28 feet and provides 40 square feet of space per student (maximum 32 students) and 120 square feet of storage space.	4	3	2	1	5
98.	Adequate space is provided for a library, lockers, and outside storage.	4	3	2	1	6
99.	Tools and equipment are modern and comparable with those in farming and industry.	4	3	2	1	7
100.	The following equipment and supplies are available for teaching power and machinery:					

		IDENTIFICATION OF NEED FOR STANDARDS				
ID No.	Standards Statements	Essential	Important	Nice to have	Not needed	Coding only
	a. One set of basic hand tools for each two students	4	3	2	1	8
	b. PTO dynamometer	4	3	2	1	9
	c. Valve shop tool set	4	3	2	1	10
	d. Engine analyzing equipment	4	3	2	1	11
	e. Diesel pump stand	4	3	2	1	12
	f. Sleeve puller	4	3	2	1	13
	g. Torque wrenches	4	3	2	1	14
	h. Air powered tools	4	3	2	1	15
	i. Micrometers and other measuring equipment	4	3	2	1	16
	j. Speed measuring equipment	4	3	2	1	17
	k. Refrigeration trouble shooting and analysis equipment	4	3	2	1	18
	l. Hoists, lifting and unloading equipment, appropriate to machinery involved in instructional programs.	4	3	2	1	19
101.	Equipment is available to meet instructional needs in electric power and processing, structures and environment, soil and water, and in construction and maintenance.	4	3	2	1	20
	Staffing					21
102.	Each agricultural mechanics instructor is limited to five hours of class or laboratory contact per day.	4	3	2	1	21 22
103.	Each instructor has a minimum of one hour each day for preparation, one hour for counseling, and one hour for supervision.	4	3	2	1	22
104.	Each instructor teaches not more than four different subjects per day.	4	3	2	1	23
105.	Postsecondary instructors are identified as teaching area specialists.	4	3	2	1	24

ID No.	Standards Statements	IDENTIFICATION OF NEED FOR STANDARDS				
		Essential	Important	Nice to have	Not needed	Coding only
106.	Postsecondary instructors have B.S. degrees, have a minimum of 18 semester hours in agricultural mechanics courses, have two years experience in area of specialization, and are vocationally certified to teach vocational agricultural occupations.	4	3	2	1	25
107.	The agricultural mechanics program director or head has a minimum of a minor in agricultural mechanics, a M.S. degree, and is certified to teach vocational agricultural occupations.	4	3	2	1	26
108.	Staff members not certified complete a two to four-week workshop or class in agricultural mechanics each year until certified.	4	3	2	1	27
109.	The maximum number of students in classroom instruction is 32; in laboratory/shop activities the maximum is 16.	4	3	2	1	28

Please use this page to modify, rewrite or add a standard.

Taxonomy area ____________________

Standard Number

Reactions

E. STANDARDS SPECIFIC TO AGRICULTURAL PRODUCTS

POSTSECONDARY

ID No.	Standards Statements	IDENTIFICATION OF NEED FOR STANDARDS Essential	Important	Nice to have	Not needed	Coding only
	Instructional Program					
110.	The program of study is based upon approved agricultural products curriculum guides adapted to meet the needs of enrolled students.	4	3	2	1	29
111.	A minimum of one-third of the instructional time is devoted to laboratory activities.	4	3	2	1	30
112.	Students are engaged in related supervised occupational experience beyond normal classroom and laboratory instruction. They receive experience and credit when placed for occupational experience, or participate in school-provided facilities.	4	3	2	1	31
	Leadership Development					
113.	The postsecondary student organization integrates agricultural products into its annual program of activities and participates in local, state, and national programs involving agricultural products activities.	4	3	2	1	32
	Student Recruitment and Enrollment					
114.	Students are counseled concerning the interests, attitudes, physical requirements, and other qualifications essential to successful entry and employment in agricultural products.	4	3	2	1	33
115.	An aggressive program of recruitment and selection is conducted.	4	3	2	1	34

ID No.	Standards Statements	IDENTIFICATION OF NEED FOR STANDARDS				
		Essential	Important	Nice to have	Not needed	Coding only
	Facilities and Equipment					
116.	A food processing laboratory with a minimum of 3,000 square feet of floor space is provided and reflects the occupational work areas in industry. Adequate heat, light, ventilation, and safety provisions are provided.	4	3	2	1	35
117.	Large and easily accessible storage facilities of sufficient size to accommodate equipment and materials used in agricultural products processing are provided.	4	3	2	1	36
118.	Adequate, modern laboratory equipment, typical of that used in industries in which trainees will become employed, is provided to meet instructional needs.	4	3	2	1	37
119.	Facilities and equipment meet local, state, and federal regulations.	4	3	2	1	38
120.	The classroom and laboratory are orderly and attractive, and provide students an example of good industry housekeeping.	4	3	2	1	39
	Staffing					
121.	One qualified instructor is provided for each 20 students.	4	3	2	1	40
122.	The instructor has completed a minimum of 12 months or 2,000 hours of gainful employment in agricultural products occupations.	4	3	2	1	41

Please use this page to modify, rewrite or add a standard.

Taxonomy area ______________________________

Standard Number	Reactions

F. STANDARDS SPECIFIC TO ORNAMENTAL HORTICULTURE

POSTSECONDARY

		IDENTIFICATION OF NEED FOR STANDARDS				
ID No.	Standards Statements	Essential	Important	Nice to have	Not needed	Coding only
	Instructional Program					
123.	The complete program in ornamental horticulture includes technical horticulture, horticultural mechanics, supervised occupational experience, laboratory experience, leadership training, and occupational guidance.	4	3	2	1	42
124.	A minimum of 1,000 hours are devoted to postsecondary instruction and laboratory and cooperative on-the-job experience.	4	3	2	1	43
125.	Community resources, facilities, and industry have been identified and are utilized in an attempt to enrich the learning experience of the students.	4	3	2	1	44
126.	A minimum of 10 contact hours per week for a minimum of two years is provided for classroom, horticultural mechanics, supervised occupational experience, laboratory experience, leadership, and occupational guidance.	4	3	2	1	45
	Leadership Development					
127.	The instructors of the ornamental horticulture program also serve as advisors to the vocational student organization that provides leadership training for students enrolled in the program.	4	3	2	1	46
	Facilities and Equipment					
128.	The following ornamental horticulture facilities, conforming to state standards, are available for use in the instructional program.					

		IDENTIFICATION OF NEED FOR STANDARDS				
ID No.	Standards Statements	Essential	Important	Nice to have	Not needed	Coding only
	a. Greenhouse (70 sq. feet/student)	4	3	2	1	47
	b. Head house and work area (600 sq. feet total)	4	3	2	1	48
	c. Walk-in cooler	4	3	2	1	49
	d. Storage area	4	3	2	1	50
	e. Classroom	4	3	2	1	51
	f. Instructor's office	4	3	2	1	52
	g. Horticulture mechanics laboratory	4	3	2	1	53
	h. Outdoor land laboratory (5 acres optimum)	4	3	2	1	54
	i. Sales display area	4	3	2	1	55
	j. Restrooms, shower, and locker rooms	4	3	2	1	56
129.	Equipment is commensurate with state horticultural industry standards and instructional objectives.	4	3	2	1	57
130.	An adequate ornamental horticulture library is maintained and kept current.	4	3	2	1	58
	Staffing					
131.	Postsecondary staff members have B.S. degrees, are certified in areas of specialization, and have had 24 months of employment in ornamental horticulture.	4	3	2	1	59
132.	Twenty regular students, or 10 special needs students represent the maximum enrollment in classroom/laboratory classes.	4	3	2	1	60
133.	Time and finances are provided for ornamental horticulture instructors to upgrade their professional and technical skills through:					
	a. five annual visits to other ornamental horticulture departments, or to trade/technical conferences	4	3	2	1	61

		IDENTIFICATION OF NEED FOR STANDARDS				
ID No.	Standards Statements	Essential	Important	Nice to have	Not needed	Coding only
b.	attendance at state technical education or state education agency conferences	4	3	2	1	62
c.	subscriptions to journals in each area of specialization					63
d.	participation in self-improvement leave of absence programs					64

Please use this page to modify, rewrite or add a standard.

Taxonomy area ______________________________

Standard Number

Reactions

G. STANDARDS SPECIFIC TO AGRICULTURAL (NATURAL) RESOURCES

POSTSECONDARY

		IDENTIFICATION OF NEED FOR STANDARDS				
ID No.	Standards Statements	Essential	Important	Nice to have	Not needed	Coding only
	Instructional Program					
134.	A minimum of 50 percent of the time scheduled for instruction in agricultural resources is devoted to hands-on laboratory learning experiences.	4	3	2	1	65
135.	The student-teacher ratio per class is 20 to 1 or less depending upon the nature of program requirements.	4	3	2	1	66
	Supervised Occupational Experience					
136.	Each student obtains a minimum of 450 hours of supervised on-the-job experience in his/her chosen occupation in agricultural (natural) resources before graduation.	4	3	2	1	67
	Facilities and Equipment					
137.	A minimum of 35 square feet of space is provided per student in the classroom and 120 square feet for each student in the laboratory.	4	3	2	1	68
138.	The agricultural resources facilities are designed by the agricultural occupations instructor(s).	4	3	2	1	69

Please use this page to modify, rewrite or add a standard.

Taxonomy area ______________________________

Standard Number	Reactions

H. STANDARDS SPECIFIC TO FORESTRY

		IDENTIFICATION OF NEED FOR STANDARDS				
ID No.	Standards Statements	Essential	Important	Nice to have	Not needed	Coding only
	Instructional Program					
139.	The program provides for 800 contact hours of instruction in forestry courses, two-thirds of which are devoted to field instruction.	4	3	2	1	70
140.	The 800 contact hours of instruction are distributed among subject matter areas in approximately the following manner:					71

Contact Hours	Subject Matter	Essential	Important	Nice to have	Not needed	Coding only
90	Dendrology	4	3	2	1	71
50	Silvics	4	3	2	1	72
60	Silviculture	4	3	2	1	73
50	Protection	4	3	2	1	74
110	Measurements	4	3	2	1	75
110	Land Surveying	4	3	2	1	76
50	Aerial Photographs	4	3	2	1	77
20	Woods Safety	4	3	2	1	78
30	Forestry Equipment	4	3	2	1	79
						80/7
						1-4 DUP
110	Harvesting Techniques and Utilization	4	3	2	1	5
50	Forest Land Use and Development	4	3	2	1	6
50	Forest Management Practices	4	3	2	1	7
20	Firemanship	4	3	2	1	8

ID No.	Standards Statements	Essential	Important	Nice to have	Not needed	Coding only
	Student Recruitment, Enrollment, and Counseling					
141.	Students in postsecondary programs have high school diplomas or the equivalent.	4	3	2	1	9

		IDENTIFICATION OF NEED FOR STANDARDS				
ID No.	Standards Statements	Essen- tial	Impor- tant	Nice to have	Not needed	Coding only
	Facilities and Equipment					
142.	A sufficient outdoor laboratory or school forest is to be provided. The location should be readily accessible to students during regular class time.	4	3	2	1	10
143.	An agricultural mechanics laboratory is provided which:					
	a. meets the minimum standards for space utilized for furnishings, equipment, and instruction	4	3	2	1	11
	b. allows for maintenance and storage of tools and equipment of the type simulating that used in the forestry industry.	4	3	2	1	12
	Staffing					
144.	The student-teacher ratio in the classroom is 25 to 1 with 15 students to 1 instructor in the laboratory class, and 8 to 1 in logging and sawmilling laboratories.	4	3	2	1	13

Please use this page to modify, rewrite or add a standard.

Taxonomy area ______________________________

Standard Number	Reactions

I. STANDARDS SPECIFIC TO ADULT EDUCATION IN AGRICULTURAL OCCUPATIONS

		IDENTIFICATION OF NEED FOR STANDARDS				
ID No.	Standards Statements	Essential	Important	Nice to have	Not needed	Coding only
	Instructional Program					
145.	Instructors meet certification standards established by the appropriate state vocational education agency.	4	3	2	1	14
146.	Instructors employed full-time in Young Farmer and other adult education programs have been specifically trained to work with adults and have successful occupational experience in the area to be taught.	4	3	2	1	15
147.	Adult education instructors hold the minimum of a bachelor's degree, and have completed at least 45 hours (75 quarter hours or 40% of total credit hours) in technical agricultural occupations including management.	4	3	2	1	16
148.	Resource specialists are certified to teach in specific areas for which they qualify by either experience, education, or a combination of both. Instructors who are full-time employees are required to correct any deficiencies that exist, in order to become fully qualified within five years.	4	3	2	1	17
149.	Instructors attend annual state in-service workshops dealing with problems relating to Adult Education in Agricultural Occupations.	4	3	2	1	18
150.	Instructors understand and carry out their job descriptions. Itineraries and work schedules are developed and followed.	4	3	2	1	19
	Young Farmer Educational Association					
151.	State and local young farmer associations are non-profit, non-political, and non-discriminatory.	4	3	2	1	20

		IDENTIFICATION OF NEED FOR STANDARDS				
ID No.	Standards Statements	Essential	Important	Nice to have	Not needed	Coding only
152.	The local Y.F.A. advisor is the instructor of the vocational agricultural occupations class(es) for young farmers.	4	3	2	1	21
153.	The Y.F.A. executive committee, or a committee appointed by it is responsible for the planning and execution of an annual program of activities.	4	3	2	1	22
	Development					
154.	The Standards for Quality Vocational Programs in Agricultural Occupations Education are used by the school administration and/or the advisory committee in assessing the needs of Young Farmer and other adult education programs in agricultural occupations. The findings are made available for future program planning and development.	4	3	2	1	23
155.	Current state standards and guidelines are followed in the development of the adult agricultural occupations education program.	4	3	2	1	24
156.	The annual plan and related reports for the adult education program are submitted to the local administrator and the appropriate state agency for approval.	4	3	2	1	25
	Planning and Conducting the Instructional Program					
157.	The instructional program reflects the occupational needs, crucial problems, goals, and objectives of the students. These are organized by the instructor into a systematic and sequential schedule which includes individual on-the-job instruction.	4	3	2	1	26

ID No.	Standards Statements	IDENTIFICATION OF NEED FOR STANDARDS				
		Essential	Important	Nice to have	Not needed	Coding only
158.	Lesson plans are developed that clearly state instructional objectives, learning activities, and resources to be used in the instructional program.	4	3	2	1	27
159.	A variety of teaching methods is employed in conducting the instructional program.	4	3	2	1	28
160.	Individualized instruction is provided on a year-round basis. This individual instruction is intensive during the first year and is provided as needed in subsequent years.	4	3	2	1	29
161.	Instruction in farm, ranch, and other business records, computerized business analyses, and other decision making techniques are provided in the instructional program.	4	3	2	1	30
162.	Periodic student evaluation is conducted by the instructor and discussed with the student.	4	3	2	1	31
	Administration					
163.	Young Farmer Chapters and other Adult Education in Agricultural Occupationa are recognized and conducted as part of each state's secondary and postsecondary vocational programs.	4	3	2	1	32
164.	State and local plans provide for the following:					
	a. Advisory committees representing young and adult farmers and appropriate agribusiness representatives are created to assist in identifying program needs. The committees meet two or more times each year to effectively carry out the programs.	4	3	2	1	33

		IDENTIFICATION OF NEED FOR STANDARDS				
ID No.	Standards Statements	Essential	Important	Nice to have	Not needed	Coding only
b.	Advisory committee members are selected with the approval of the school administration.	4	3	2	1	34
c.	Both annual and long-term instructional plans are developed to meet local needs.	4	3	2	1	35
d.	Appropriate levels of federal, state, and local funding are provided for the development and maintenance of the program.	4	3	2	1	36
e.	The local plan provides for facilities and equipment. Funds are budgeted for salaries, travel, educational supplies, and other instructional needs.	4	3	2	1	37
f.	All teachers are certified or are otherwise qualified to teach agricultural occupations.	4	3	2	1	38
g.	Those enrolled are considered students of the local or area school.	4	3	2	1	39
h.	Instruction is provided on a year-round basis.	4	3	2	1	40
i.	The enrollment includes ten or more students per class and a minimum of 30 clock hours of instruction.	4	3	2	1	41
j.	Scheduled time for individual instruction on a year-round basis at the local level is provided.	4	3	2	1	42
k.	Qualified supervisory/consultant staff for coordinating Young Farmer and other Adult Education is provided at state and/or district levels.	4	3	2	1	43
l.	The Young Farmer Educational Association (Y.F.A.) is an integral part of the state and local agricultural occupations program.	4	3	2	1	44
	Evaluation					
165.	An annual evaluation of the program is conducted by representatives of school administration, advisory committee, class members, and local and state staff, and uses the Standards for Quality Vocational Programs in Agricultural Occupations Education and other appropriate evaluation instruments.	4	3	2	1	45

		IDENTIFICATION OF NEED FOR STANDARDS				
ID No.	Standards Statements	Essential	Important	Nice to have	Not needed	Coding only
166.	Summaries of evaluation findings are prepared by local administrators and distributed to the state vocational agricultural occupations administration and to those who participated in making the evaluation.	4	3	2	1	46

Please use this page to modify, rewrite or add a standard.

Taxonomy area ______________________________

Standard Number	Reactions

APPENDIX B

GROUPING OF STANDARDS RATED BY COMMUNITY COLLEGE TEACHERS AND REVIEWED BY STATE COMMITTEE

GROUPS I - V

GROUP I STANDARDS

The following standards were rated as "Essential" or "Important" by 2/3 or more of the community college respondents and were not revised or modified by the State Review Committee:

Standards Common to All Programs

A. Instructional Programs

1. The department's annual and five-year program plans, including goals, objectives, and activities, are on file in the department and with the administration.
2. A written statement of philosophy for vocational education in agricultural occupations is on file and is in harmony with the philosophy statement for the total school.
3. The instructional program is reviewed and modified in light of local, state, and federal manpower data.
4. Validated competencies, needed by students for entry and advancement in employment, are utilized in developing objectives for the instructional program.
5. The instructional program contains the necessary balance of class time, laboratory work, field trips, and occupational experience to adequately prepare students for employment or advanced educational programs.
6. Students enrolled in vocational education in agricultural occupations are also enrolled in other appropriate courses including science, mathematics, social science, and oral and written communications.
7. The instructional program is articulated with other local secondary, postsecondary, and four-year programs of education in agricultural occupations.
8. Planned visits are made to prospective employers by the agricultural occupations instructor or school placement officer to determine current manpower needs.
9. Written courses of study are based on validated competencies and are evaluated and revised annually.
10. Provisions are made to accommodate students with physical handicaps or other special educational needs.
11. Community resources, facilities, and industries are identified and utilized to enhance the quality of the instructional program.

13. Modern and technically accurate instructional materials and textbooks are utilized in the instructional program.

14. Students have access to current trade journals and other agricultural publications.

15. Instruction in safety is provided in advance of any shop or laboratory work.

B. Supervised Occupational Experience

18. A systematic plan is utilized to select, develop, and evaluate training stations that assist students in obtaining desired occupational competencies.

19. The instructor, student, and employer cooperatively develop a formal training agreement and training plan which include essential competencies and experiences that are to be acquired during the program.

20. Students participating in the occupational experience program are employed in accordance with all applicable federal and state labor laws.

21. The instructor provides effective coordination, supervision, and occupational guidance to students engaged in occupational experience programs.

22. Supervision of students, engaged in cooperative occupational experience programs, is accomplished by both the instructor and the cooperating employer.

24. Each instructor responsible for supervision of occupational experience programs maintains adequate records to determine student progress and to assist in placement.

26. Students receive (school) credit for all supervised occupational employment programs that are conducted during regular school hours.

C. Leadership Development

31. Leadership development activities are an integral part of the instructional program.

D. Student Recruitment, Enrollment, and Advisement

36. The agricultural occupations instructor advises each student on a regular basis and assists those with special educational needs to obtain additional assistance from qualified school personnel.

37. Enrollment policies permit flexible entry and exit from the agricultural occupations program.

E. Public Relations

38. Through an effective public relations program the faculty, students, parents, employers, advisory council members, and the community understand the educational objectives, major activities and accomplishments of the agricultural occupations program.

39. The instructors establish and maintain cooperative working relations with leaders in related industries, organizations, and agencies.

F. Facilities and Equipment

40. The classrooms, shops, and laboratory stations are adequate for the number of students enrolled. The equipment replicates that found in the occupations for which training is provided.

41. Facilities and equipment meet all current state and federal safety regulations.

42. The classroom and laboratory are maintained in an orderly, safe, and attractive condition.

43. Facilities and equipment are arranged with consideration given to effective teaching, class control, safety, and economy.

45. The departmental office is located so as to provide optimum supervision of activities.

46. Supplies and equipment are stored in a systematic and safe manner.

G. Staffing

48. The instructor possesses the personal, technical, professional and occupational competencies necessary to prepare students for entry level employment or for advanced educational programs.

49. The instructor is sensitive to the needs of students and can recognize and make provisions for individual student differences within the instructional program.

52. The instructor is actively involved in professional teacher organizations which are supported by agricultural educators in the state, and is engaged in continuing in-service professional development programs.

54. The department has access to adequate secretarial services.

H. Administration and Supervision

56. The agricultural occupations program is an integral part of the local district plan for vocational education.

57. Representatives of local, area, and state education agencies participate in planning the program of instruction and are kept informed of the progress made.

58. In multiple-instructor departments, one instructor is appointed and compensated to serve as department head. Job descriptions are on file for all department staff members.

60. The advisory council functions under written guidelines which specify the length of a member's term, responsibilities, and operational procedures.

I. Finance

61. The instructional program is supported by an annual board-approved budget that considers program needs and the number of students enrolled. Included are:

    a. Staff compensation on an annual basis
    b. Staff compensation for duties performed beyond the standard teaching day
    c. Facility operation and maintenance
    d. Equipment and material purchase and replacement
    e. Consumable supplies
    f. Teacher travel and per diem
    g. Transportation for field trips
    h. In-service education

62. Appropriate and accurate financial records are maintained. Administration and/or board-approved policies are provided for the receipt and disbursement of funds.

J. Placement

63. The instructor, in cooperation with the school guidance counselor, assists in the placement and follow-up of students. A file of placement and employment records is maintained.

K. Evaluation

64. The instructor, local administrator(s), and appropriate state education agency staff member(s) meet at regular intervals to formally examine and evaluate the agricultural occupations program.

65. One and five-year follow-up surveys of former students are made to determine their current occupational or educational status.

66. Results obtained from program evaluations are used to promote, develop, and improve the instructional program.

Standards Specific to Production Agriculture

A. Instructional Programs

None

B. Supervised Occupational Experience

None

C. Staffing

None

D. Administration and Supervision

72. The postsecondary production agriculture education program is an integral segment of the institution's plans for Vocational Education designed for students who need and can profit from it.

Standards Specific to Agricultural Supplies and Services

A. Instructional Programs

73. The postsecondary instructional program is two years in length.

B. Supervised Occupational Experience

75. Students are visited at least monthly by the instructor

77. Wages are paid to the student during a supervised occupational experience training period.

78. A full-time instructor supervises 16-24 students while they are engaged in an occupational experience program.

80. Working relationships exist between the agricultural supplies and services faculty and the student services personnel in the school system.

C. Facilities and Equipment

None

D. Staffing

None

E. Administration and Supervision

87. Periodic reports of activities and accomplishments are submitted.

Standards Specific to Agricultural Mechanics

A. Instructional Programs

None

B. Supervised Occupational Experience

88. Each student completes a minimum of 450 hours of supervised occupational experience per year in the agricultural mechanics area for which they are being trained.

C. Facilities and Equipment

89. The facilities in agricultural mechanics are designed and used only for agricultural mechanics instruction.

90. The facilities include a self-contained unit, which houses classrooms, laboratories, offices, storage, and complimentary auxiliary features.

92. Adequate student lockers, restrooms and clean-up facilities are provided.

94. Main entrance to the agricultural mechanics laboratory is a minimum of 14 feet high and 16 feet wide.

95. Adequate lighting and ventilation are provided.

97. The classroom has a minimum width of 28 feet and provides 40 square feet of space per student (maximum 32 students) and 120 square feet of storage space.

98. Adequate space is provided for a library, lockers, and outside storage.

99. Tools and equipment are modern and comparable with those in farming and industry.

D. Staffing

103. Each instructor has a minimum of one hour each day for preparation, one hour for counseling, and one hour for supervision.

104. Each instructor teaches not more than four different subjects per day.

105. Postsecondary instructors are identified as teaching area specialists.

Standards Specific to Agricultural Products

A. Instructional Program

110. The program of study is based upon approved agricultural products curriculum guides adapted to meet the needs of enrolled students.

112. Students are engaged in related supervised occupational experience beyond normal classroom and laboratory instruction. They receive experience and credit when placed for occupational experience, or participate in school-provided facilities.

B. Leadership Development

None

C. Student Recruitment and Enrollment

115. An aggressive program of recruitment and selection is conducted.

D. Facilities and Equipment

*117. Large and easily accessible storage facilities of sufficient size to accommodate equipment and materials used in agricultural products processing are provided.

119. Facilities and equipment meet local, state, and federal regulations.

120. The classroom and laboratory are orderly and attractive, and provide students an example of good industry housekeeping.

E. Staffing

None

Standards Specific to Horticulture

A. Instructional Programs

125. Community resources, facilities, and industry have been

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*Standard #117 was rated "Essential" of "Important" by less than 2/3 of the community college respondents but was accepted as written by the State Review Committee.

identified and are utilized in an attempt to enrich the learning experience of the students.

B. Leadership Development

None

C. Facilities and Equipment

128. The following horticulture facilities, conforming to state standards, are available for use in the specialized instructional programs:

Head house and work area (600 sq. ft. total)
Walk-in cooler
Storage area
Classroom
Instructor's office
Horticulture mechanics laboratory
Restrooms, shower, and locker rooms

129. Equipment is commensurate with state horticultural industry standards and instructional objectives.

130. An adequate ornamental horticulture library is maintained and kept current.

D. Staffing

132. Twenty regular students, or 10 special needs students represent the maximum enrollment in classroom/laboratory classes.

Standards Specific to Agricultural (Natural) Resources

The State Review Committee made no response to Standards 134-138.

Standards Specific to Forestry

A. Instructional Program

139. The program provides for 800 contact hours of instruction in forestry courses, two-thirds of which are devoted to field instruction.

B. Student Recruitment, Enrollment, and Advisement

141. Students in postsecondary programs have high school diplomas or the equivalent.

C. Facilities and Equipment

142. A sufficient outdoor laboratory or school forest is to be provided. The location should be readily accessible to students during regular class time.

143. An agricultural mechanics laboratory is provided which:

   a. meets the minimum standards for space utilized for furnishings, equipment, and instruction

   b. allows for maintenance and storage of tools and equipment of the type simulating that used in the forestry industry.

Standards Specific to Adult Education

None

GROUP II STANDARDS

The following standards were rated as "Essential" or "Important" by 2/3 or more of the community college respondents but were later modified by the State Review Committee:

Standards Common to All Programs

A. Instructional Programs

None

B. Supervised Occupational Experience

17. Students are engaged in supervised occupational experience programs that are related to their occupational objective and are appropriate in light of their ability and place of residence.

17R. Students are engaged in supervised occupational experience programs that are related to their occupational objective and are appropriate in light of their ability.

25. Each student engaged in a supervised occupational experience program maintains accurate and up-to-date records including financial transactions and competencies acquired during the program.

25R. Each student engaged in a supervised occupational experience program maintains accurate and up-to-date records including the competencies acquired during the program.

C. Leadership Development

None

D. Student Recruitment, Enrollment, and Advisement

None

E. Public Relations

None

F. Facilities and Equipment

47. Maintenance and service records of equipment are on file in the department office.

47R. Maintenance and service records of equipment are on file in the department.

G. Staffing

None

H. Administration and Supervision

59. An agricultural occupations advisory council or committee is formed and meets at least twice a year to help determine program needs and to assist in promotion and evaluation of the program.

59R An agricultural occupations advisory council or committee is formed and meets to help determine program needs and to assist in promotion and evaluation of the program.

I. Finance

None

J. Placement

None

K. Evaluation

None

Standards Specific to Production Agriculture

A. Instructional Program

None

B. Supervised Occupational Experience

None

C. Staffing

71. The maximum student teacher ratios do not exceed:

a. 30 to 1 in classroom instruction
b. 15 to 1 in laboratory
c. 30 to 1 in providing counseling functions

71R The desirable student teacher ratios do not exceed:

a. 30 to 1 in classroom instruction
b. 15 to 1 in laboratory
c. 30 to 1 in providing advising functions

D. Administration and Supervision

None

Standards Specific to Agricultural Supplies and Services

Areas A-E

None

Standards Specific to Agricultural Mechanics

A. Supervised Occupational Experience

None

B. Facilities and Equipment

96. Recommended minimum space is available for special work areas as follows:

    e. Air Conditioning - 50 sq. ft./student
    f. Power and Machinery -
    g. Hydraulics - 50 sq. ft./student
    h. Diesel - 50 sq. ft./student
    i. Electrical - 50 sq. ft./student
    j. Tool and equipment storage - 1,000 sq. ft. total

C. Staffing

None

Standards Specific to Agricultural Products

A. Instructional Program

None

B. Leadership Development

None

C. Student Recruitment and Enrollment

114. Students are counseled concerning the interests, attitudes, physical requirements, and other qualifications essential to successful entry and employment in agricultural products.

114R Students are advised concerning the interests, attitudes, physical requirements, and other qualifications essential to successful entry and employment in agricultural products.

D. Facilities and Equipment

None

E. Staffing

None

Standards Specific to Horticulture

A. Instructional Program

123. The complete program in ornamental horticulture includes technical horticulture, horticultural mechanics, supervised occupational experience, laboratory experience, leadership training, and occupational guidance.

123R The complete program in horticulture includes technical horticulture, horticultural mechanics, supervised occupational experience, laboratory experience, leadership training, and occupational guidance. Technical horticulture includes flower shop management, greenhouse management, turf management, garden center management, arboriculture, nursery management, including construction, installation, maintenance, design, park management, vegetable production, fruit science (pomology), and apiculture.

B. Leadership Development

127. The instructors of the ornamental horticulture program also serve as advisors to the vocational student organization that provides leadership training for students enrolled in the program.

C. Facilities and Equipment

None

D. Staffing

None

Standards Specific to Agricultural (Natural) Resources

The State Review Committee made no response to Standards 134-138.

Standards Specific to Forestry

None

Standards Specific to Adult Education

None

GROUP III STANDARDS

The following standards were rated "Essential" or "Important" by less than 2/3 of the community college respondents and were revised by the State Review Committee using the comments and reactions suggested by the respondents:

Standards Common to All Programs

A. Instructional Program

12. Lesson plans are developed that clearly state instructional objectives, activities, and resources to be utilized during instruction.

12R Course syllabi are developed that clearly state instructional objectives, activities, and resources to be utilized during instruction.

B. Supervised Occupational Experience

None

C. Leadership Development

28. All postsecondary agricultural occupations students are members and participate in the Young Farmers Association (YFA) or other appropriate postsecondary student organizations.

28R All postsecondary agricultural occupations students are encouraged to participate in student organizations.

29. The local FFA Chapter, YFA Chapter, and other postsecondary organizations involve members in activities at the district, state, and national levels.

29R Encourage postsecondary organization involvement in activities at the area, state, and national levels.

D. Student Recruitment, Enrollment and Advisement

34. Prospective students and their parents are visited by the agricultural occupations instructor and are provided copies of the program objectives prior to their enrollment.

34R Prospective students and their parents are encouraged to visit the agriculture department and are provided copies of the program information prior to their enrollment.

35. A student card or file is maintained for all students and contains current information on occupational objectives, supervised occupational experience programs, leadership activities, complete course work, and other necessary subjects.

35R A student file is maintained for all students and contains information on occupational objectives, supervised occupational experience programs, leadership activities, completed course work, and other necessary information.

E. Public Relations

None

F. Facilities and Equipment

None

G. Staffing

50. Instructors are employed on twelve-month contracts to provide for continuous education and supervision of students during summer months.

50R Instructors are employed on contracts to provide for continuous education and supervision of students during summer months.

H. Administration and Supervision

None

I. Finance

None

J. Placement

None

K. Evaluation

None

Standards Specific to Production Agriculture

A. Instructional Program

67. Instructors submit to the administration a carefully planned program of responsibilities to be assumed during the summer months.

67R Instructors employed during the summer months submit to the administration a program of responsibilities to be assumed during the summer months.

B. Supervised Occupational Experience

68. An annual report of the occupational experience program of students is submitted to the school administration and state educational agency staff.

68R An annual report of the occupational experience program of students is to be kept on file by the local agriculture department.

C. Staffing

69. Instructors have degrees in agriculture, meet certification standards, and have 36 months of satisfactory experience in the occupational area in which they teach.

69R It is highly desirable that the instructors have a degree in agriculture and satisfactory experience in the occupational area in which they teach.

D. Administration and Supervision

None

Standards Specific to Agricultural Supplies and Services

A. Instructional Program

74. The program allocates 60% of the instructional time for classroom activities and 40% for laboratory experiences.

74R The instructional program excluding S.O.E. allocates 25-45% to laboratory activities and experiences.

B. Supervised Occupational Experience

76. Supervised occupational experience involves a minimum of 25 percent of the total time allocated for the agricultural supplies and services program.

76R Supervised occupational experience involves a range of 8-27 weeks of full-time employment within the two-year program.

C. Facilities and Equipment

82. Office space is provided at the rate of 120 square feet for one teacher and 60 square feet for each additional teacher.

82R Office space is provided for each instructor.

D. Staffing

83. Postsecondary supplies and services faculty numbers permit a limit of 24 students in lecture/discussion classes and 16 in laboratory classes.

83R Student/full-time instructor ratio does not exceed 20:1.

84. Instructors are certified and possess a minimum of 3,000 hours of meaningful job employment in the agricultural supplies and services area.

84R Full-time instructors have a B.S. degree in Agriculture and have satisfactory employment experiences in the agricultural supplies and services area.

85. Instructors participate in a minimum of four weeks of professional improvement activities.

85R Instructors participate in professional improvement activities.

E. Administration and Supervision

None

Standards Specific to Agricultural Mechanics

A. Supervised Occupational Experience

None

B. Facilities and Equipment

91. The laboratory/shop has a minimum width of 50 feet and a width-length ratio of not more than 1 to 2 permitting an open concept instructional area and flexible use.

91R The farm power technology training area has a minimum width of 50 feet and a width-length ratio of 1 to 2 permitting an open concept instructional area and flexible use.

93. A minimum of one classroom, one laboratory, and associated storage area is provided for each of the instructional areas included in the program.

93R A minimum of one laboratory and storage area is provided for each of the instructional areas. Instructional areas defined as farm power technology, diesel technology, hydraulics, farmstead electrification, soil and water conservation, farm structures, welding, etc.

100. The following equipment and supplies are available for teaching power and machinery:

a. One set of basic hand tools for each two students
b. PTO dynamometer
c. Valve shop tool set
d. Engine analyzing equipment
e. Diesel pump stand
f. Sleeve puller
g. Torque wrenches
h. Air powered tools
i. Micrometers and other measuring equipment
j. Speed measuring equipment
k. Refrigeration trouble shooting and analysis equipment
l. Hoists, lifting and unloading equipment, appropriate to machinery involved in instructional programs.

100R Components, tools, and equipment to safely and properly analyze and service the following systems are available for instruction:

a. Fuel systems
b. Hydraulics
c. Engines
d. Power trains
e. Heating and air conditioning.
f. Machinery
g. Electrical

101. Equipment is available to meet instructional needs in electric power and processing, structures and environment, soil and water, and in construction and maintenance.

101R Equipment is available to meet instructional needs in electric power and processing, structures and environment, soil and water, and in construction and maintenance if these instructional areas are offered.

C. Staffing

102. Each agricultural mechanics instructor is limited to five hours of class or laboratory contact per day.

102R Each agricultural mechanics instructor is limited to 22 contact hours per week.

106. Postsecondary instructors have B.S. degrees, have a minimum of 18 semester hours in agricultural mechanics courses, have two years experience in area of specialization, and are vocationally certified to teach vocational agricultural occupations.

106R Postsecondary instructors have a minimum of an A.A.S. degree plus three years experience, or a B.S. degree in Ag. Mechanics, or a B.S. degree in Ag. Education, or eight years of experience.

107. The agricultural mechanics program director or head has a minimum of a minor in agricultural mechanics, a M.S. degree, and is certified to teach vocational agricultural occupations.

107R The agricultural mechanics program director or head has a minimum of a B.S. degree in agriculture and a minimum of two years experience teaching agricultural mechanics.

109. The maximum number of students in classroom instruction is 32; in laboratory/shop activities the maximum is 16.

109R The maximum number of students in classroom instruction is 28; in laboratory/shop activities the maximum is 14.

Standards Specific to Agricultural Products

A. Instructional Program

111. A minimum of one-third of the instructional time is devoted to laboratory activities.

111R The instructional program excluding Supervised Occupational Experience allocates 25-45% to laboratory activities and experiences.

B. Leadership Development

None

C. Student Recruitment and Enrollment

None

D. Facilities and Equipment

118. Adequate, modern laboratory equipment, typical of that used in industries in which trainees will become employed, is provided to meet instructional needs.

118R Adequate, modern laboratory equipment will be provided to meet instructional needs.

E. Staffing

121. One qualified instructor is provided for each 20 students.

121R Student/full-time instructor ratio does not exceed 20:1.

122. The instructor has completed a minimum of 12 months or 2,000 hours of gainful employment in agricultural products occupations.

122R Full-time instructors have a B.S. degree in agriculture and have satisfactory employment experience in the Ag Products area.

Standards Specific to Horticulture

A. Instructional Program

None

B. Leadership Development

None

C. Facilities and Equipment

128. The following ornamental horticulture facilities, conforming to state standards, are available for use in the instructional program:

a. Greenhouse (70 sq. feet/student)

128R The following ornamental horticulture facilities, conforming to state standards, are available for use in the specialized instructional program:

a. A minimum greenhouse of 1800 sq. feet is necessary for horticulture programs using greenhouse space. Seventy sq. feet per FTE student is recommended.

D. Staffing

131. Postsecondary staff members have B.S. degrees, are certified in areas of specialization, and have had 24 months of employment in ornamental horticulture.

131R Horticulture instructors must meet minimum education certification and have twenty (20) semester hours in horticulture and/or one and one-half (1½) years of related work experience.

133. Time and finances are provided for ornamental horticulture instructors to upgrade their professional and technical skills through:

a. five annual visits to other ornamental horticulture departments, or to trade/technical conferences

b. attendance at state technical education or state education agency conferences

c. subscriptions to journals in each area of specialization

d. participation in self-improvement leave of absence programs

133R Time and finances are provided for instructors to upgrade their professional and technical skills through:

a, b, c same as above

Note: State Review Committee recommends that Standard 133 be incorporated in section on "Standards Common to All."

Standards Specific to Agricultural (Natural) Resources

The State Review Committee made no response to Standards 134-138.

Standards Specific to Forestry

A. Instructional Program

140. The 800 contact hours of instruction are distributed among subject matter areas in approximately the following manner:

Contact Hours	Subject Matter
90	Dendrology
50	Silvics
60	Silviculture
50	Protection
110	Measurements
110	Land Surveying
50	Aerial Photographs
20	Woods Safety

Contact Hours	Subject Matter
30	Forestry Equipment
110	Harvesting Techniques and Utilization
50	Forest Land Use and Development
50	Forest Management Practices
20	Firemanship

Other Areas - None

Standards Specific to Adult Education

None

GROUP IV STANDARDS (Tentative)

The following new standards were written by the State Review Committee on May 15, 1978 for further consideration by community college educators:

Standards Common to All Programs

G. Staffing

When part-time instruction reaches 36 semester hours per year within a given program, an additional full-time instructor will be employed.

Standards Specific to Production Agriculture

B. Supervised Occupational Experience

A full-time load should be 16-24 students for instructors doing on-job supervision.

D. Administration and Supervision

An agricultural production program should have an active advisory council.

Standards Specific to Agricultural Supplies and Services

A. Instructional Program

None

B. Supervised Occupational Experience

None

C. Student Recruitment, Enrollment, and Advisement

Students are advised concerning the interests, attitudes, and physical requirements, and other qualifications essential to successful entry and employment in agricultural supplies and services.

An aggressive program of recruitment and selection should be conducted.

D. Facilities and Equipment

None

E. Staffing

The desirable student/instructor ratios do not exceed:

1. 30:1 in classroom instruction
2. 15:1 in laboratory
3. 30:1 in providing advisement functions

F. Administration and Supervision

An agricultural supplies and service program should have an active advisory council.

Standards Specific to Agricultural Mechanics

A. Supervised Occupational Experience

The maximum number of students for a full-time equivalent teaching load to supervise students on placement is 24 on a semester basis.

Areas B and C

None

Standards Specific to Agricultural Products

H. Administration and Supervision

An agricultural products program shall have an active advisory council.

Standards Specific to Horticulture

None

Standards Specific to Agricultural (Natural) Resources

The State Review Committee made no response to Standards 134-138.

Standards Specific to Forestry

None

Standards Specific to Adult Education

Agricultural programs will include adult education as an integral part of the existing programs as defined by the Illinois Community College Act.

GROUP V STANDARDS (Rejected)

The following standards were rejected by the State Review Committee on May 15, 1978. All of these standards had been rated "Essential" or "Important" by less than 2/3 of the community college respondents except those marked with an asterisk (*).

Standards Common to All Programs

A. Instructional Programs

16. Transportation is provided to all students for all planned off-campus educational activities.

B. Supervised Occupational Experience

*23. Agricultural occupations instructors have at least one class preparation period and one period for supervision per instructional day.

C. Leadership Development

27. All secondary agricultural occupations students are members and participate in the Future Farmers of America (FFA).

30. The FFA Chapter, YFA Chapter, and other postsecondary organizations provide for the specialized needs and interests of all members and reflect the instructional program.

32. Organizations representing specialized areas of agricultural occupations provide leadership and occupational training for students in postsecondary institutions.

D. Student Recruitment, Enrollment, and Advisement

33. Students enrolling in a specialized program of Vocational Education in agricultural occupations have completed a one or two-year basic vocational agriculture program.

E. Public Relations

None

F. Facilities and Equipment

44. A land laboratory, convenient to the school, is provided and utilized in the instructional program.

G. Staffing

51. The maximum assignment per instructor is 25 hours of classroom

instructional time, five hours of student advising, and ten hours of supervision and preparation per week.

53. At least one instructor in the department holds a current Red Cross first aid card or its equivalent.

55. Instructors holding provisional certification will acquire full certification within two years of original employment.

H. Administration and Supervision

None

Standards Specific to Production Agriculture

A. Instructional Program

None

B. Supervised Occupational Experience

None

C. Staffing

70. Instructors complete 100 clock hours of job-related in-service training each three years.

D. Administration and Supervision

None

Standards Specific to Agricultural Supplies and Services

A. Instructional Program

None

B. Supervised Occupational Experience

79. The supervised occupational experience program is more than six months in duration each year.

C. Facilities and Equipment

81. A minimum of 40 square feet of classroom space per student is provided.

D. Staffing

86. Instructors are provided two hours daily for supervision and coordination activities for each 20 students.

E. Administration and Supervision

None

Standards Specific to Agricultural Mechanics

A. Supervised Occupational Experience

None

B. Facilities and Equipment

96. Recommended minimum space is available for special work areas as follows:

- a. Structures and environment -- 60 sq. feet/student
- b. Construction and maintenance -- 120 sq. feet/student
- c. Electric power and processing -- 120 sq. feet/student
- d. Soil and water mechanics -- 60 sq. feet/student

C. Staffing

108. Staff members not certified complete a two to four-week workshop or class in agricultural mechanics each year until certified.

Standards Specific to Agricultural Products

A. Instructional Program

None

B. Leadership Development

113. The postsecondary student organization integrates agricultural products into its annual program of activities and participates in local, state, and national programs involving agricultural products activities.

C. Student Recruitment, Enrollment, and Advisement

None

D. Facilities and Equipment

116. A food processing laboratory with a minimum of 3,000 square feet of floor space is provided and reflects the occupational work areas in industry. Adequate heat, light, ventilation, and safety provisions are provided.

E. Staffing

None

Standards Specific to Horticulture

A. Instructional Program

*126. A minimum of 10 contact hours per week for a minimum of two years is provided for classroom, horticultural mechanics, supervised occupational experience, laboratory experience, leadership, and occupational guidance.

B. Leadership and Development

None

C. Facilities and Equipment

128. The following horticulture facilities, conforming to state standards, are available for use in the instructional program:

sales display area

D. Staffing

None

Standards Specific to Agricultural (Natural) Resources

The State Review Committee made no response to Standards 134-138.

Standards Specific to Forestry

A. Instructional Program

None

B. Student Recruitment, Enrollment, and Advisement

None

C. Staffing

144. The student-teacher ratio in the classroom is 25 to 1 with 15 students to 1 instructor in the laboratory class, and 8 to 1 in logging and sawmilling laboratories.

Standards Specific to Adult Education

A. Instructional Program

145. Instructors meet certification standards established by the appropriate state vocational education agency.

146. Instructors employed full-time in Young Farmer and other adult education programs have been specifically trained to work with adults and have successful occupational experience in the area to be taught.

147. Adult education instructors hold the minimum of a bachelor's degree, and have completed at least 45 hours (75 quarter hours or 40% of total credit hours) in technical agricultural occupations including management.

148. Resource specialists are certified to teach in specific areas for which they qualify by either experience, education, or a combination of both. Instructors who are full-time employees are required to correct any deficiencies that exist, in order to become fully qualified within five years.

149. Instructors attend annual state in-service workshops dealing with problems relating to Adult Education in Agricultural Occupations.

150. Instructors understand and carry out their job descriptions. Itineraries and work schedules are developed and followed.

B. Young Farmer Educational Association.

151. State and local young farmer associations are non-profit, non-political, and non-discriminatory.

152. The local Y.F.A. executive committee, or a committee appointed by it, is responsible for the planning and execution of an annual program of activities.

C. Program Development

154. The Standards for Quality Vocational Programs in Agricultural Occupations Education are used by the school administration

and/or the advisory committee in assessing the needs of Young Farmer and other adult education programs in agricultural occupations. The findings are made available for future program planning and development.

155. Current state standards and guidelines are followed in the development of the adult agricultural occupations education program.

156. The annual plan and related reports for the adult education program are submitted to the local administrator and the appropriate state agency for approval.

Planning and Conducting the Instructional Program

157. The instructional program reflects the occupational needs, crucial problems, goals, and objectives of the students. These are organized by the instructor into a systematic and sequential schedule which includes individual on-the-job instruction.

158. Lesson plans are developed that clearly state instructional objectives, learning activities, and resources to be used in the instructional program.

159. A variety of teaching methods is employed in conducting the instructional program.

160. Individualized instruction is provided on a year-round basis. This individual instruction is intensive during the first year and is provided as needed in subsequent years.

161. Instruction in farm, ranch, and other business records, computerized business analyses, and other decision making techniques are provided in the instructional program.

162. Periodic student evaluation is conducted by the instructor and discussed with the student.

D. Administration

163. Young Farmer Chapters and other Adult Education in Agricultural Occupations are recognized and conducted as part of each state's secondary and postsecondary vocational programs.

164. State and local plans provide for the following:

    a. Advisory committees representing young and adult farmers and appropriate agribusiness representatives are created to assist in identifying program needs. The committees meet two or more times each year to effectively carry out the programs.

b. Advisory committee members are selected with the approval of the school administration.
c. Both annual and long-term instructional plans are developed to meet local needs.
d. Appropriate levels of federal, state, and local funding are provided for the development and maintenance of the program.
e. The local plan provides for facilities and equipment. Funds are budgeted for salaries, travel, educational supplies, and other instructional needs.
f. All teachers are certified or are otherwise qualified to teach agricultural occupations.
g. Those enrolled are considered students of the local or area school.
h. Instruction is provided on a year-round basis.
i. The enrollment includes ten or more students per class and a minimum of 30 clock hours of instruction.
j. Scheduled time for individual instruction on a year-round basis at the local level is provided.
k. Qualified supervisory/consultant staff for coordinating Young Farmer and other Adult Education is provided at state and/or district levels.
l. The Young Farmer Educational Association (Y.F.A.) is an integral part of the state and local agricultural occupations program.

E. Evaluation

165. An annual evaluation of the program is conducted by representatives of school administration, advisory committee, class members, and local and state staff, and uses the Standards for Quality Vocational Programs in Agricultural Occupations Education and other appropriate evaluation instruments.

166. Summaries of evaluation findings are prepared by local administrators and distributed to the state vocational agricultural occupations administration and to those who participated in making the evaluation.

APPENDIX C

LETTER TO COMMUNITY COLLEGE AGRICULTURAL DEPARTMENT CHAIRPERSONS TO DETERMINE NAMES OF INSTRUCTIONAL STAFF AND COURSES TAUGHT

University of Illinois at Urbana-Champaign

College of Education
Department of Vocational
and Technical Education
DIVISION OF AGRICULTURAL EDUCATION

357 Education Building
Urbana, Illinois 61801
(217) 333-3166

To:

Date: February 8, 1978

From: Lowell F. Hillen
University of Illinois
338 Education Building
Urbana, IL 61801

Re: Standards for Illinois ABAO Post-Secondary Programs

In order for my staff to precede in a timely fashion, assembling information for the "Standards for Quality Vocational Programs in Agricultural Occupations Education" we solicit your help in the following areas.

Please provide us with the names of all Agriculture and Horticulture instructors, and the course titles each teaches. This includes both full- and part-time staff.

Please forward this information so that it reaches this office not later than February 25, 1978.

This information will be used to insure the correct survey instruments are provided for each of your staff.

Sincerely,

Lowell F. Hillen

LFH/cln

Taxonomy Area:	Ag. Production	Ag. Mechanics	Ag. Business	Horticulture	Ag. Products
Instructor:					
Courses					
Instructor:					
Courses					
Instructor:					
Courses					

Taxonomy Area:	Ag. Supplies, Services	Ag. Resources	Forestry	Other: Specify	Other: Specify
Instructor:					
Courses					
Instructor:					
Courses					
Instructor:					
Courses					

APPENDIX D

LIST OF COMMUNITY COLLEGE TEACHERS AND THEIR RESPECTIVE TECHNICAL SPECIALTY WHO RECEIVED STANDARDS SURVEY

COMMUNITY COLLEGE AGRICULTURE TEACHERS

Belleville Area College - 01

01	Fred Barber	Bus.
02	Charles Giedeman	Hort.

Black Hawk - 02

01	W. Bennett	Supp. & Serv.,	Products,	Econ.,	Prod.
02	D. Nolan	"	"	"	"
03	D. Hoge	"	"	"	"
04	L. Anderson	"	"	"	"
05	E. Aupperle	"	"	"	"

Carl Sandburg - 03

01	Brucker	Prod., Bus., Hort., Resources, Forestry
02	Bill Copple	Mech.
03	Cressman	Prod., Bus.
04	Wm. Masters	Prod., Bus.
05	H. Tolley,	Bus.

Lake County - 04

01	Don Lloyd	Hort.
02	Susan Landen	Hort.

Danville - 05

01	Ron Stickler	Prod.	07	Joe Balsey	Hort.
02	Tom Hainline	Prod.	08	Chuck Schroeder	Hort.
03	Gene Craig	Prod.	09	Don Basham	Park Mgt.
04	Jerry Binkley	Gen. Ag.	10	W. A. Hockett	Mech.
05	Larry Korte	Mech.			
06	Alice Dries	Hort.			

Highland - 06

01	Barton Macomber	Prod. Bus.	07	Eugene Wagner	Prod,Bus
02	Gordon Sarb	Mech	08	Glenn Miller	Mech.
03	Dan Harns	Hort.	09	Lee Hansen	Hort.
04	John Griffen	Prod.	10	Keith Himricks	Mech.
05	Dick Pettil	Prod.	11	Leverne Michaels	Mech
06	Phil Leverton	Prod.	12	Mike Martz	Prod.

Community College Agriculture Teachers

Illinois Central - 07

01	Bill Martinie	Prod.	06	Brian Aaron	Hort.
02	Steve Johnson	Mech.	07	Randey Wall	Hort.
03	Max Foster	Bus.			
04	Kathy Painter	Prod.			
05	Milton Renaud	Mech.			

Wabash Valley - 08

01	Paul Schnarre	Prod.	06	Larry Hoeszle	Resources
02	Don Mersinger	Bus.	07	Dwight Mobley	Mech., Prod.
03	Wayne Henegar	Mech.	08	Harold Stogsdill	Mech.
04	Judy Saltsgaver	Hort.	09	Jay Harrington	Bus.
05	Mike James	Conservation & Safety	10	Macy Kolb	Hort.

John A. Logan College - 09

01	Terry Stanley

John Wood Community College - 10

01	Lynn Stevens	Prod.	04	Rodney Frazier	Bus.
02	Jim Clausins	Mech.	05	Mark Ericson	Hort.
03	Larry Fischer	Supp. & Serv.	06	Jane Johnson	Resources

Joliet - 11

01	Bob Jurgens	Bus.	07	Stan Kosiba	Prod., Bus.
02	David Cattron	Mech.	08	Bill Johnson	Prod., Bus.
03	Ron Olson	Bus.	09	Louis Judson	Soils, Fertilizers
04	Larry Windish	Prod.,Bus.	10	Bob Cottingham	Hort.
05	Alvin Brandenburg	Hort.	11	Jim Ethridge	Prod., Hort.
06	J. Roger Ross	Hort.			

Kankakee - 12

01	John Hacker	Prod.
02	Fred Francis	Prod., Bus.
03	Dick Yohnka	Mech.

Kaskaskia - 13

01	Bob Barter	Prod., Supp. & Serv., Hort.

Community College Agriculture Teachers

Kishwaukee - 14

01	Rollan Bonneau	All
02	Robert Cobb	Mech.
03	Roger Cruise	Mgt.
04	Harold Gates	Mech.
05	Ron Heisner	Bus.
06	John Litchfield	An. Sci.
07	Don Moudy	Mech.
08	Vincent Chandler	Mech.
09	James Grace	Mech.
10	Dave Heine	Mech.
11	Don Peters	Mech.
12	Robert Putnam	Mech.
13	Harry Schaefer	Mgt.
14	Larry Creekmur	Hort.
15	Richard Delano	Hort.
16	Larry Marty	Hort.
17	Carol Wright	Hort.
18	Eugene Cook	Hort.
19	Jeannette Heinisch	Hort.
20	David Niemann	Hort.
21	Don Orton	Hort.
22	Mark Perrot	Hort.
23	Brian Zimmerman	Hort.
24	Carol Chesler	Communications
25	Luke Moretti	Bus.

Lake Land College - 15

01	B. L. Rich	Prod.
02	E. J. Dunphy	Bus.
03	Tom Reedy	An. Sci. & Prod.
04	Roy Stephens	Mech. & Prod.
05	Bud Overbeck	Mech.

Lewis & Clark - 16

01	Tim Van Hoveln	Prod., Bus. Products
02	Gary Greenwood	Prod., Hort.

Lincoln Land - 17

01	Richard Lyons	Prod.
02	Roger Henderson	Prod.
03	Don Whitten	Mech.
04	Jim Martin	Hort.
05	Keith Washburn	Prod. Supp. & Serv.

McHenry - 18

01	Dick York	Hort.
02	John Wittmus	Hort.
03	Dale Rathjen	Hort.
04	Marshall Dennis	Prod., Supp. & Serv.
05	Don Barrett	Prod., Supp. & Serv.

Parkland - 19

01	Kyle Wittler	Prod., Hort.
02	Don Nelson	Prod., Bus.
03	Bruce Henrickson	Prod., Bus.
04	Dean Dillon	Prod.
05	Roger Courson	Hort.

Community College Agriculture Teachers

Rend Lake - 20

01 Bill Hudson Prod.
02 Leavell Swink Bus.
03 Rob Franklin Mech.
04 Dave Scott Mech.
05 Terry Clark Prod.
06 Doug Leech Mech.

Richland - 21

01 Robert Rose Adm.

Sauk Valley - 22

01 Norman Spencer

Shawnee College - 23

01 L. R. Hilterbrand Resources
02 Arnold Foster An. & Crop. Sci.
03 David Gillespie Forestry
04 Dennis Thornberg Wildlife

Southeastern - 24

01 Robert Walter Prod., Supp. & Serv.
02 George Cox Mech.
03 John Dickson Forestry
04 Daniel Price Forestry
05 Richard Rister Mech.
06 Jim Miles Hort.
07 Kenneth Agens Forestr

Spoon River - 25

01 Roland Pettit Prod., Bus., Mech.
02 Carl McClausland Prod., Bus. Mech.
03 Jess Bradshaw Mech.
04 Howard Wheeler Mech.
05 Edward Kaiser Mech.
06 Brian Telander Mech.

State Com. College of East St. Louis - 26

01 Charles Massie Hort
02 Donald Wallace Hort.

Southeastern (Vienna Correctional Center) - 27

01 James P. Miles Hort.
02 Jerry Kiser Hort.

Wilbur Wright College - 28

01 Ray LeFevour Coordinator, Hort.

Harper - 29

01 C. Indak Prod.
02 L. Curly Prod.
03 R. J. Illg Mech., Hort.
04 Edgar Metcalf Hort.
05 P. Mahacek Hort.
06 J. Smoleski Prod.

APPENDIX E

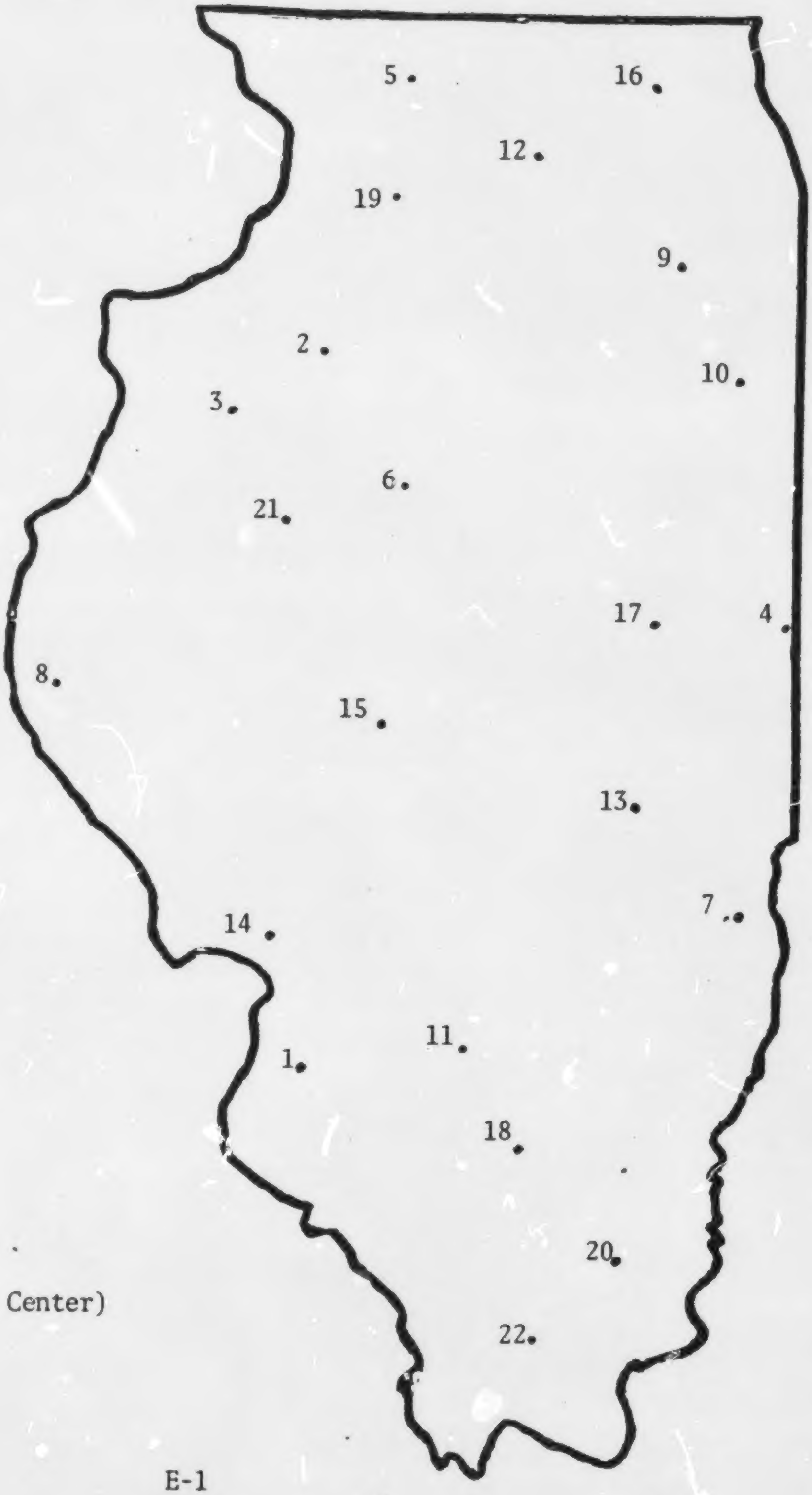
MAP SHOWING LOCATION OF 22 ILLINOIS COMMUNITY COLLEGES FROM WHICH SURVEY INSTRUMENTS WERE RETURNED AND THE DATA PROCESSED

Appendix E

Illinois

Community Colleges

1. Belleville Area
2. Black Hawk
3. Carl Sandburg
4. Danville
5. Highland
6. Illinois Central
7. Illinois Eastern (Wabash Valley)
8. John Wood
9. Joliet
10. Kankakee
11. Kaskaskia
12. Kishwaukee
13. Lake Land
14. Lewis and Clark
15. Lincoln Land
16. McHenry
17. Parkland
18. Rend Lake
19. Sauk Valley
20. Southeastern
21. Spoon River
22. Southeastern (Vienna Correctional Center)



APPENDIX F

MEMBERS OF THE STATE REVIEW COMMITTEE

Appendix F

STATE REVIEW COMMITTEE: Louis Judson and Tim VanHoveln, Co-Chairmen

Group Assignments

Standards Common to All

1. Rollan Bonneau, Chm.
2. Kyle Wittler
3. Dwight Mobley
4. Larry Fisher
5. Bill Hudson
6. Robert Jurgens
7. Brian Telander
8. Jerry Binkley

Ag. Production and Adult Education

1. William Johnson, Chm.
2. Larry Windish
3. Stan Kosiba
4. Roger Cruise
5. Lanny Anderson
6. Roland Pettit
7. Keith Cressman
8. Max Foster

Ag. Supply and Services and Ag. Products

1. Bruce Henrikson, Chm.
2. Don Mersinger
3. Ron Meisner
4. Ron Olson
5. Leavell Swink

Ag. Mechanics

1. Bill Copple, Chm.
2. Dave Cattron
3. Robert Cobb
4. Jess Bradshaw
5. Steve Johnson
6. Larry Hoeszle
7. Larry Korte
8. Dave Scott

Horticulture, Ag. Resources, and Forestry

1. Richard Delano, Chm.
2. Brian Aaron
3. Don Barrett
4. Bob Cottingham
5. Roger Ross
6. Alvin Brandenberg
7. Charles Schroeder
8. Gary Greenwood
9. Jim Ethridge

APPENDIX G

FORM USED BY STATE REVIEW COMMITTEE TO CONSIDER ACTION TO BE TAKEN ON STANDARDS REJECTED BY MORE THAN TWO-THIRDS OF THE COMMUNITY COLLEGE RESPONDENTS

Appendix G

28. All postsecondary agricultural occupations students are members and participate in the Young Farmers Association (YFA) or other appropriate postsecondary student organizations 30.0 78.0

Comments:

- Not necessary
- You can't force anything on anyone
- Should not be a standard
- Hard to legislate
- Commuters make this very difficult
- Nice, but not essential
- A secondary priority

Committee Decision

All postsecondary agricultural occupations students are encouraged to participate in appropriate student organizations.